DOCUMENT RESUME

ED 326 278 JC 910 012

TITLE	Trustee Quarterly, 1990 (Four Issues).
INSTITUTION	Association of Community Coll. Trustees, Annandale, Va.
PUB DATE	90
NOTE	80p.; Contains photographs which may not reproduce well.
PUB TYPE	Collected Works - Serials (022)
JOURNAL CIT	Trustee Quarterly; Win, Spr, Sum, Fall 1990
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Administrative Policy; Affirmative Action; Board Administrator Relationship; *College Administration; *Community Colleges; Comparative Analysis; Educational Finance; Educational Planning; Faculty Integration; Fringe Benefits; Fund Raising; Futures (of Society); *Governing Boards; Humanities Instruction; Illegal Drug Use; Institutional Evaluation; Intercollegiate Cooperation; Literacy; Scholarship Funds; Self Evaluation (Groups); Transfer Policy; *Trustees; Two Year Colleges

ABSTRACT

This document consists of the four issues of the "Trustee Quarterly" for 1990. This series covers topics of current concern to community college trustees. The winter 1990 issue contains articles examining the pros and cons of board standing committees, the role of boards in planning and institutional effectiveness, innovative fund raising in Pennsylvania community colleges, 1989 campus trends and issues, increasing minority faculty in Illinois community colleges, strengthening humanities core requirements, and a commentary on teaching as leadership. The spring 1990 issue examines what constitutes a sufficiently long tenure for a community college president, the expectations of trustees and chief executive officers (CEO's) concerning questions of governance and leadership, workplace literacy programs in community colleges, linking self-study with strategic planning, and a commentary on the golden age of community colleges. The summer 1990 issue features articles on the importance of board self-evaluation, an 18-month struggle at a Hispanic college in Texas which led to a $1 million endowment for scholarships, statewide revenue and expenditure comparisons for two-year public colleges, one community college's fight against drug use on its campus, a program at Austin Community College offering educational stipends to classified employees, and a commentary on national goals for higher education. Finally, the fall 1990 issue contains articles examining the benefits of inter-institutional cooperation, the importance of specifying the expectations of the role of the CEO's spouse in the hiring process, removing barriers and maintaining commitment to the transfer function, financial reporting to the community college governing boards, and a commentary on increasing diversity in institutions of higher education. (GFW)

TRUSTEE

QUARTERLY

Winter, Spring, Summer, and Fall 1990

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

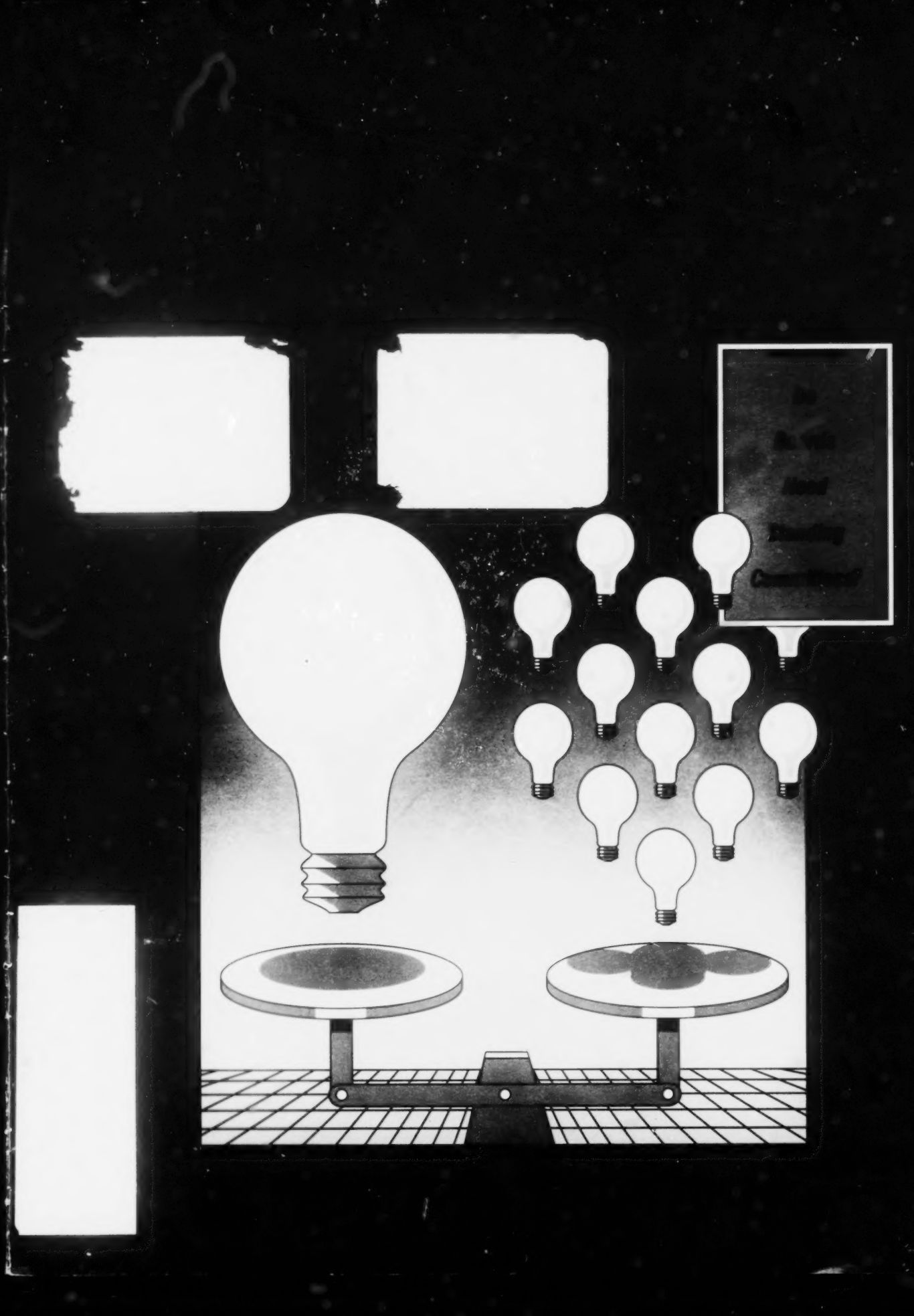
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

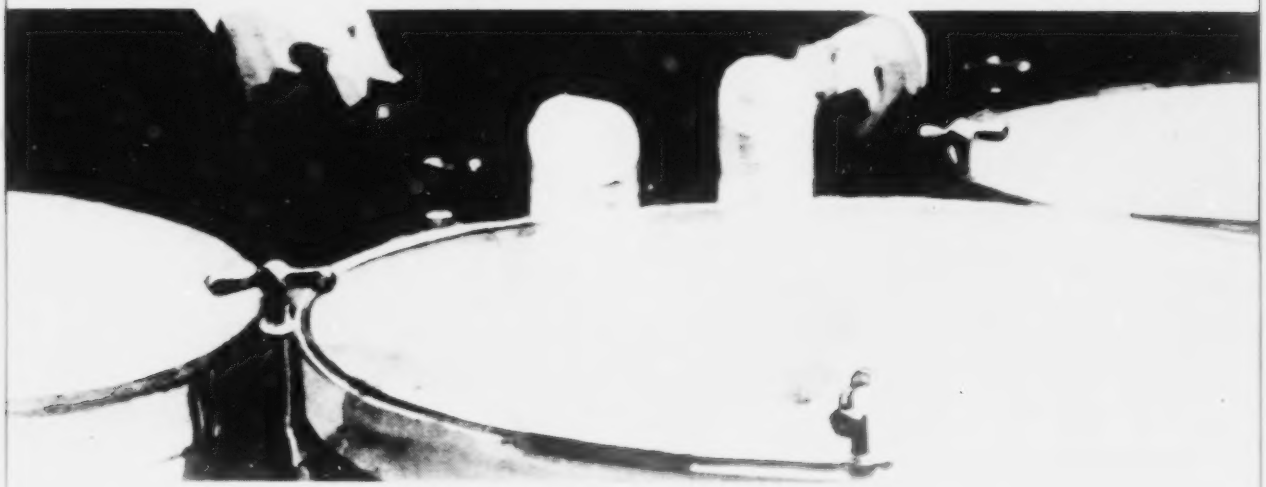
S. Hutchins

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES



ANNOUNCING... THE ACCT SAFETY GROUP DIVIDEND: 11.2%



YOU MAY BE LOSING MONEY IF YOU'RE NOT AN ACCT SAFETY GROUP MEMBER.

The **Association of Community College Trustees** is proud to announce that a **11.2%** cash dividend will be paid to all ACCT Safety Group members for the 1987-88 program year.

Participation in the ACCT Safety Group has enabled members to enjoy a reduction in cost for their **property/liability** insurance.

Although dividends cannot be guaranteed in advance, participating members know that cash back in their pockets is a very real benefit of this ACCT program.

If you haven't already joined the ACCT Safety Group, find out how you can improve your insurance coverage and also save money with:

- **Broad, Customized Protection**
- **Cash Dividend Opportunities**
- **Safety and Loss Control Plans**
- **Fast, Local Service**

Why not receive the same kind of savings opportunities fellow ACCT members are accustomed to and benefit from group participation?

Call TOLL-FREE for more information with no obligation: **800-523-2710**
(in Pennsylvania, call 800-643-2020)

MarketDyne International
Pacific Employers Insurance Company
CIGNA companies

CIGNA

Board of Directors
1989-90

President
Allen W. Fullwood
Western Piedmont Community College, NC

First Vice-President
Nancy R. Rossaco
Yosemite Community College District, CA

Second Vice-President
Beatrice Disser
Montcalm Community College, MI

Secretary-Treasurer
Michael J. Traino
Burlington County College, NJ

Immediate Past-President
Daniel B. Grady
San Diego Community College District, CA

Michelle M. Balcomb
Colorado Mountain College, CO

Betty A. Barr
Metropolitan Community College, NE

Lois B. Bliss
St. Louis Community College, MO

Ruth McCalla Edwards
Cincinnati Technical College, OH

Norma Jean Germond
Pacific Region Chair
Portland Community College, OR

Maureen Grady
Clark State Community College, OH

Frances M. Holland
Community College of Allegheny County, PA

Jacqueline L. Holland
Rockland Community College, NY

Troy Holliday
Northeast Mississippi Community College, MS

Nancy M. Hubers
Northeast Region Chair
Baltimore County Community Colleges, MD

Jerry Lucas
Central Region Chair
John A. Logan College, IL

Nancy Murrin
Butler County Community College, PA

M.C. "Nick" Nicolas
Yavapai College, AZ

Albert "Al" Romero
Santa Fe Community College, NM

William O. "Bill" Rowell
Midlands Technical College, SC

Vaughn A. Sherman
Edmonds Community College, WA

C. Louis Shields
Southern Region Chair
Coastal Carolina Community College, NC

Catherine A. Watt
Northern Alberta Institute of Technology, Alberta

M.W. "Bill" Wichoff
Labette Community College, KS

L.B. "Brad" York
Western Region Chair
North Harris County College District, TX

T. Kenneth Young
Kalamazoo Valley Community College, MI

The TRUSTEE QUARTERLY (ISSN 0271-9746) is published four times per year as a membership service of the Association of Community College Trustees (ACCT). ACCT is a non-profit educational organization of governing boards of public and private community and technical colleges. Membership also is open to state coordinating, advisory, and foundation boards, and state associations. The purpose of ACCT is to strengthen lay citizen governance of community colleges. Through its services, ACCT seeks to help trustees provide visionary, responsive, sensitive, and accountable education policy leadership. Important functions of the association are trustee development, advocacy of the governing board perspective at the federal level, local board assistance, promotion of the role of community colleges, and education leadership.

Opinions expressed are those of the authors and not necessarily those of ACCT.

Non-members may subscribe to the TRUSTEE QUARTERLY for $30.00 a year. Third class postage paid at Washington, DC.

Director of Publications: Sally Hutchins
Executive Director: David Viar

Association of Community College Trustees
1740 N Street, NW
Washington, DC 20036
(202) 347-1740

WINTER 1990

TRUSTEE QUARTERLY

FEATURES

2

Do Boards Need Standing Committees?
Do standing committees provide for or often prevent efficient and effective board operation?

6

The Board's Role in Planning and Institutional Effectiveness
With the changes projected for the 21st century, planning is a survival skill that is imperative for the two-year college.

DEPARTMENTS

9

Financial and Business Policies
Innovative Fundraising by Pennsylvania Community Colleges

10

Education Trends and Issues
ACE Campus Trends, 1989

11

Employee Relations
ICCTA Minority Faculty Plan

12

Academic Policy
"50 Hours—a Core Curriculum for College Students"

14

Commentary
Leading is Teaching

16

Calendar

Index of 1989

Do Boards Need Standing Committees?

Community college governing boards find strength in unity. A board functions best when all members participate in decisions and all have an opportunity to contribute their expertise. The practice of breaking a board into standing committees for planning, finance, academic affairs, student affairs, buildings, and other areas of oversight—the standard practice at most private four-year institutions—is the exception rather than rule for community colleges, where governing boards are small and have the luxury of discussing all matters as a board-of-the-whole.

According to George Potter, board chair at Jackson Community College in Michigan and author of ACCT's *Trusteeship: Handbook for Community and Technical College Trustees*, "Everyone should be aware of all the information that is going to be brought to bear on a key decision... Two heads are better than one, and seven heads are better than three." Potter, who has consulted with more than 100 community college boards, regularly advises them not to form committees unless the membership is large and difficult to manage as one unit. As a rule of thumb, he argues, boards with nine members or fewer should not have standing committees; those with 15 or more people can find the committees useful; and boards consisting of ten to fourteen trustees may find them useful or not, depending on their needs and the will of the board.

James B. Tatum, a trustee for 26 years at Crowder College in Neosho, Missouri, agrees that board size is the key factor in determining whether committees will be useful. Most community colleges have fewer than seven trustees and almost all have fewer than 12. The major exceptions, he notes, are in states such as Mississippi and North Carolina where the system creates larger boards or at the nation's private colleges that have even larger boards to enhance their institution's prestige and fundraising power.

About 60 percent of community colleges and a substantial number of state colleges and universities do not employ the committee system and prefer to function as

committees of the whole, reports John Nason in his 1980 book, *The Nature of Trusteeship: The Role and Responsibilities of College and University Boards*. A more recent profile of 90 community college boards in 24 states found that more community college boards may be using committees than has been recognized. According to a 1987 dissertation study conducted by Lynn Whitmore, now the dean of instruction at Rowan-Cabbarus Community College in Salisbury, North Carolina, some 11 percent of the boards surveyed had one to two committees and about one-third had three to five committees. Ten percent of the boards surveyed had six committees or more. Forty percent of the boards had no internal board committees.

She relates growing interest in standing committees to the increasing external pressures on community colleges and colleges in general over the past decade. "There are demands for greater accountability and assessment, improved budget management, better planning, and more responsiveness to demographic changes. These pressures may have forced trustees to take their jobs a little more seriously. Colleges realize that they can't fly by the seat of their pants anymore. As a result, presidents are breaking boards up into smaller working groups to focus on specific issues," she says.

Whitmore notes that appointed boards, which are larger than elected boards and often meet less frequently, are more likely to have committees than the elected boards. Most community college boards in North Carolina, for example, are appointed and meet monthly. Committee meetings allow trustees to deal with important issues as they arise and also allow some board members to become familiar with the often complex details that are often necessary to make good recommendations.

Institutional data collected by ACCT on committee participation reveal that some boards operate dramatically differently from their counterparts nationwide. For example, some large boards—such as at Mississippi's Gulf Coast Community College—have 20 to 30 members but few committees. Meanwhile, at the other extreme, Erie Community College in Buffalo has nearly as many board committees (nine) as trustees (ten).

William E. Taborn, past chair of Erie's board, says that the committees enhance the board's effectiveness. "Committees take advantage of board members' interest and areas of knowledge and expertise and effectively broaden the members' understanding of the college." The board, which had long-established standing committees for budget and finance, personnel, and curriculum, has continued to add new committees during the past eight years to meet new internal and external pressures. The new committees cover affirmative action, community service, faculty/student association, planning, and student services.

> ***"A board that organizes into standing committees can create problems for itself and for the college administration. The danger to the board is that a minority of the board effectively acts as the board in such important areas as finance and personnel."***

Other trustees who serve on committees say that standing committees are necessary, regardless of board size. Leonard Keller, a trustee of Milwaukee Area Technical College, argues that standing committees help his board manage its heavy workload. "Board meetings can get too long to cover adequately and in depth all the issues," Keller says. "We organize our members into committees to address specifically and in detail those matters board members feel must be discussed at length." The board has nine members and three committees—for finance, personnel, and operations; education, institutional relations, and planning; and for management of the college's two licensed public television stations.

According to Alton W. Yates, board chair at Florida Community College at Jacksonville, setting policy for an institution with 88,000 students and a $66 million budget is a complex job that calls for oversight by committee. "The sheer volume of information provided by the staff and faculty to the board does not lend itself to a full, fair, and complete understanding if it were presented to the full board. However, since it is analyzed, dissected, and questioned in committee, then it is better understood—and better policy results," Yates says. The seven-member board is organized into four committees—for institutional advancement, instruction/student development, human resources, and finance and facilities.

Jerome F. Wartgow, president of the Colorado Community College and Occupational Education System, claims committees provide valuable on-the-job training that keeps trustees involved and administrators on their toes. "Committees train board members to be experts in all areas. The [trustees'] questions, especially in areas where they have little knowledge, keep administrative staff sharp and looking into issues with a sharp eye."

One unique aspect of Colorado's state community college board is that it operates a dual committee structure that has led to considerable interaction between board members and presidents of the state's 11 community colleges, according to Wartgow. The state board has a three-member executive committee that has the power to act for the board in an emergency, a three-member personnel and policy committee that meets at least once between board meetings to draft policies for first reading, and committees for program and planning, budget and finance, and facilities. This committee structure is paralleled by committees of the community college presidents, who meet regularly. Everything the board committees discuss is referred back to the presidents and vice-versa, according to Wartgow.

In *Governing Boards: Their Nature and Nurture*, Cyril O. Houle summarizes the benefits of standing committees:

> They provide the opportunity to make needed investigations and clarify policy; to use the special talents of board members in a focused fashion; to carry out essential functions that do not require the time of the full board; to aid in the involvement of individuals; to help train board members for positions of responsibility; to strengthen weak board officers; to speed up decisions; to permit the discussion of confidential matters not appropriate with the whole board; to give recognition to board members; and to proclaim the board's interest in a certain subject or field of work.

"Boards can prevent committees from becoming overly divided or meddlesome by rotating committee membership, limiting terms of committee chairs, opening committee meetings to all members, and distributing committee agendas to the entire board."

The most common standing committees are the executive, facilities and grounds, curriculum, and personnel committees, notes Lynn Whitmore of Rowan-Cabbarus Community College. Her college survey indicated that a sizable number of colleges also have legislative affairs committees that give trustees a more direct line to their state capitols. Increasingly, colleges also are establishing committees for planning and research that reflect concerns about enrollment planning and meeting accreditation and accountability standards.

While standing committees can draw attention to priority areas, observers are quick to point out the inherent dangers of the committee process. George Potter says that a board that organizes into standing committees can create problems for itself and for the college administration. The danger to the board is that "a minority of the board effectively acts as the board in such important areas as finance and personnel… I have never found [a situation] yet where I can recall a board changing the decision of the committee… It's not necessarily a matter of the committee usurping power. What happens in practice is that the board relies too much on its own committees. The board says, 'They've studied it; therefore we'll rely on them.'"

The threat to the campus administration, Potter says, is that board committees, in order to justify their time and existence, tend to become overly involved in day-to-day matters and make themselves a nuisance to professional staff. "It happens every time. A committee meeting two or three hours a month to discuss personnel matters will get into areas where they have no reason to be."

Jim Tatum of Crowder College says that committees "tend to do end runs on administration and get into doing things to the exclusion of other members of the board." But Tatum notes that standing committees don't have to be a problem; they become one due to the overly intrusive or passive natures of individual board members. While some committees become overly involved in the minutiae of running a college, others can be faulted for not doing anything, Tatum says.

"Board members come in two types," Milwaukee's Leonard Keller says. "Some members prefer to deal only with broad governing policy and give the administration full flexibility. Others are so intrusive in their interests that unless someone pulls the reins on them, they will get down into what others feel are the administrative and operational prerogatives of the district director… There are those board members who say, 'All I want to see is bulleted statements on one sheet of paper. I'm so overwhelmed with the paper, I don't care to get any more.' And there are others who demand a significant amount of background material."

The diversity of the board members, Keller notes, "ensures that the board does not stagnate in either direction."

Alton Yates of Jacksonville argues that committee involvement actually *prevents* the board from becoming overly involved in administrivia. "Because the board understands the issues it

must decide, board members don't have to go around badgering administrators for explanations about what it is they must decide or what they did at the last meeting."

Some committee members don't work well together and don't get along. The nitpickers, showoffs, and eternal dissenters must learn that the overriding goal of committee work is not satisfying their own egos or advancing their own points of view but serving the interests of the college. Boards can prevent committees from becoming overly divided or meddlesome by offering seminars that educate trustees on their appropriate roles. Other safeguards include rotating committee membership, limiting terms of committee chairs and board officers, opening committee meetings to all members, and distributing committee agendas to the entire board.

Explains John Nason in *The Nature of Trusteeship:* "Some rotation of the board is desirable not only to provide experience and involvement for board members, but also to prevent an entrenched bloc within the board. Committees that continue with the same membership for a long period of time can become very powerful and usurp certain of the decision making functions of the board as a whole." Other principles of good practice that Nason cites include giving committees clear and constructive assignments; and seeing that committees hold regular meetings and prepare written reports for the full board so that board members will have time to digest the contents and be prepared to ask questions.

William Taborn of Erie Community College and others say that the board chair plays a key role in ensuring that committees function well. The chair must take advantage of board members' interests, experience, and expertise. He must remind board members that the goal is to set policy and not patrol the college. Board members also must be reminded that they only act as one fraction of the board when they are talking to college officials, Taborn says.

"Committees help board members feel more involved, give them more responsibility and individual role; but the chair has to set limits," he says. "The board chair has to let [trustees] know when they go too far."

Observers note that committees work best when they have a specific purpose and go out of existence once their goals have been achieved. Many board chairs prefer ad hoc committees, which are founded as need arises and discarded as soon as they meet their goals, for that reason.

The board at Maricopa Community College in Phoenix, for example, has no standing committees. But board members serve with faculty and administrators on executive committees for capital development, budget, technology, and public relations, according to Linda B. Rosenthal, chair of Maricopa's board. She says that special ad hoc committees have helped overhaul the arts and science degree program, promoted affirmative action, and focused on the needs of at-risk students.

"Committees help board members feel more involved, give them more responsibility and individual role; but the chair has to set limits."

She notes from her own experience serving on campus committees that there is "more minutiae in committee than needs to come before the board." This is particularly true, she says, with issues of budget and finance that by their nature and importance require attention to detail.

According to the *Handbook of College and University Trusteeship,* written by Richard T. Ingram and associates in 1987, ad hoc committees can be valuable if used sparingly, if they meet a specific and widely understood charge, and if they are time-limited and close shop when they have accomplished their goals.

The authors mentioned above advise that all committees be required to meet a specific test. If they cannot justify themselves on the basis of how well they meet institutional needs, they should be closed down.

In the words of William Taborn of Erie Community College: "There's enough work to do without committees making more for no reason."

—Sheppard Ranbom ■

The Board's Role in Planning and Institutional Effectiveness

"If you don't know where you are going, you will probably end up someplace else..."

This provocative title of David Campbell's monograph on strategic planning suggests the importance of planning to the community college. A principle trait of the community college from its inception has been the ability to anticipate the future and adapt appropriately to changing trends. With the changes projected for the 21st century, planning is a survival skill that is imperative for the two-year college.

Midlands Technical College in Columbia, South Carolina, recently completed a strategic planning activity that has significantly enhanced the college's reputation in its service region and has met regional accreditation bodies' criteria for institutional effectiveness. Of special interest to the accrediting body, the Southern Association of Colleges and Schools (SACS), was the role of the board in planning. The following is a description of the planning process which highlights the role of the board.

In the fall of 1986, the Greater Columbia Chamber of Commerce initiated a strategic planning project for the Central Midlands of South Carolina. At the time, the college was beginning its own strategic planning under a new president and preparing for reaffirmation of accreditation. The Chamber's plan projected that by the year 2001, "Midlands Technical College will be one of the top ten community colleges in the nation." Quite an ambitious goal!

In response, the college utilized the Chamber's challenge as a platform from which to publish in February 1988 its "Vision for Excellence," the college's blueprint document of projected accomplishments by the year 2001.

This comprehensive planning took 18 months and involved a majority of college personnel, including the governing board. Since the planning project began at the same time the college was about to begin its ten year Self-Study for reaffirmation by SACS, the two projects were integrated. The college's Strategic Planning Committee served as the Institutional Effectiveness Committee for the duration of the Self-Study. Institutional effectiveness is a relatively new concept that integrates planning and evaluation and attempts to assess the effectiveness of a college in implementing its mission.

The planning process followed the normal steps in planning: assessing the present condition of the college (14 committees were formed, each addressing certain areas of the Self-Study process), projecting the future, clarifying the mission, projecting goals, developing action plans, allocating resources, and developing evaluation measures.

Some aspects of the Midlands approach that were very helpful to the college are not contained in all planning models. These include development of value statements, articulating a vision, and formulation of critical success factors.

The result was an Institutional Effectiveness Program that exceeded the *SACS Criteria* and has improved the reputation of the college.

Alvin Toffler observed that "All education springs from some image of the future. If the image of the future held by society is grossly inaccurate, its educational system will betray its young." It is incumbent upon governing boards of community colleges that they hold a reasonably accurate view of the future for their community and challenge their institution to develop programs and services to respond to the projected changes.

The Midlands Technical College Commission, or Board of Trustees, accepted that challenge and were key participants in the success of the college's Institutional Effectiveness Program.

The board, whose members are recommended by their community legislative delegations and appointed by the Governor, is a group of twelve talented individuals with varied backgrounds representing the two main counties in the college service area. Each year the board goes on an annual retreat that allows them to concentrate on their college governance responsibilities directly, without outside demands on their attention. Over the years, this practice has proven valuable to both the board and the college.

The annual retreat allows individuals to interact one-on-one, removes communication barriers, and provides the time to become totally involved in strategic planning and problem solving.

As agreed by the entire board, participation in the planning process was targeted to the following key areas:

Understanding the Basics of a Good Planning Process

One key to success in reaccreditation was the active role the board played in the overall planning process. The number one priority of the board was to understand the basics of a good planning process and to pledge their support and participation.

In the early phases of the process, Midlands Technical College's president lead the board, during an annual retreat,

> "The Institutional Effectiveness program that grew out of a two-year strategic planning process significantly enhanced the organizational culture and reputation of the college."

in a presentation and discussion of the fundamentals of strategic planning and reviewed his and his staff's work on vision, mission, and values statements. Board members were assigned by the chair to appropriate committees utilizing their backgrounds and strengths. During its discussion of planning at the August 1987 retreat, the board discussed vigorously, then agreed on the basic vision, mission (role & scope), and value statements of the college. They also felt it appropriate that the president should take the leadership role in planning with their consultation, and pledged their support to allocate adequate resources to facilitate the process.

Focus on the Big Picture

According to Dan Grady, former ACCT President, "The challenges our colleges face of promoting excellence, while at the same time providing accountability to important constituents, demands trustee leadership, leadership that I believe can make a difference in this country's quest for education excellence."

In this vein, the board agreed that their role in planning should be at the policy and direction level. Therefore, a majority of board involvement occurred at the early stages of the process. The first action of the board was to gain broad understanding of the current and future issues facing community colleges. At the August 1987 board retreat the executive staff of the college presented an overview of the projected demographics of the college's service region and assisted the board in developing assumptions about the future, clarifying the mission statement, and developing directional statements and long-range goals.

Through the added involvement of faculty and staff, the college produced in February 1988 its *Vision for Excellence* and a companion *Strategic Plan*. These documents described the desired future state of the college and outlined a plan for attaining this projected future.

In April 1988, the AACJC-sponsored Commission on the Future of Community Colleges, after almost two years of work, published *Building Communities*. The Futures Commission studied the mission of the community college in the context of the anticipated changes of a new century and offered 63 recommendations which challenge all two-year colleges to be all that they can be in responding to their individual futures.

Prior to the August 1988 board retreat, the executive staff of the college compared the college's *Vision for Excellence* and the *Strategic Plan* point by point with the recommendations of the

Building Communities report. The results were gratifying. The college plan had incorporated, and in many cases exceeded, the recommendations of the Futures Commission report. Terry O'Banion, executive director of the League for Innovation and member of the Futures Commission, served as the guest speaker and facilitator of the August 1988 retreat.

In preparation for the retreat, O'Banion reviewed the college's *Vision for Excellence* and *Strategic Plan*. He noted the striking similarity of the college plan to the Commission recommendations and commended the board for its involvement and the results achieved through planning. O'Banion then offered suggestions that have enriched the college's plan. Therefore, with the above steps considered, the board of trustees had completed the process of comparing its college plan to the *Building Communities* report that is now recommended by ACCT for implementation at community colleges nationwide.

Planning Scheduled into Board Agendas

To ensure continuity, interest in, and involvement with planning, board agendas periodically call for reports on planning. During the 18 months of the strategic planning project, the board received reports at its monthly meetings and two board retreats included substantial discussions on planning. Each year at the annual retreat, the president reports on the accomplishment of the previous year's plan and previews the operational plan for the upcoming year.

Evaluate the Process

Every other year, the college and the board will update the strategic plan. The process begins with a report to the board concerning progress toward attaining the goals and objectives of the existing plan, reassessing assumptions and projections, and appropriate revision of mission and goals. The college gives special emphasis to a group of indicators known as critical success factors.

Realizing that the potential for measuring all aspects of the college mission exceeds college resources, the board of trustees and executive staff agreed on six factors that are *critical* to the success of the college:

- Comprehensive quality programs.
- Satisfaction and retention of students.
- Post-satisfaction and success.
- Economic development and community involvement.
- Sound, effective resource management.
- Dynamic organizational involvement and development.

This process of identifying critical success factors was developed for business and industry by the Sloan School of Business at MIT and was adapted to the community college at DeAnza Community College in California. Midlands Technical College further developed success factors relevant to its mission.

The Institutional Effectiveness program that grew out of a two-year strategic planning process significantly enhanced the organizational culture and reputation of the college. A recent evaluation of the program identified the following indicators of progress that can be traced to college-wide and board participation in planning and evaluation:

- 20% enrollment growth.
- Reaffirmation of accreditation with minimum recommendations.
- Enhanced employee morale.
- Measurable evidence of student success in placement (95%).
- Top ten rating on national licensure exams.
- Enhanced community reputation.

Workforce 2000 prepared by the United States Department of Labor states: "The first years of this century are certain to bring new developments in technology, international competition, demography, and the other factors that will alter the nation's economic and social landscape. By the end of the next decade, the changes underway will produce an America that is in some ways unrecognizable from the one that existed only a few years ago."

By anticipating the future, implementing sound planning strategies, and with dedicated board involvement, the community college can be the cornerstone on which the foundation of the country is shaped and nurtured to meet the challenges of the next century. Trustees must take a leadership role in planning. The preparation, dedication, and commitment of community college trustees to strategic planning is imperative to assure a productive future for two-year colleges. ■

—James L. Hudgins, *President*
William O. "Bill" Rowell, *Board Chair*
Midlands Technical College
South Carolina

Innovative Fundraising by Pennsylvania Community Colleges

Community colleges are known for their innovation and success in recruiting "non-traditional" students. The new president of the Pennsylvania Commission for Community Colleges would like to see community colleges also become national leaders in recruiting "non-traditional" sources of funding.

Kenneth B. Woodbury, Jr., is president of Harrisburg Area Community College, one of 13 Pennsylvania community colleges but the only one to be included among the top 10 community college endowment funds nationally. The HACC Foundation is currently worth almost $6 million, and Woodbury foresees its growth to $20 million by 1995.

In an article written for *Marketing and Development in the Modern Community College*, published in 1989 by the Council for Advancement and Support of Education (CASE), Woodbury outlines the advantages of and recommended structure for a vital and independent community college endowment fund. He notes that while such a fund offers predictable future revenues, supplements public support "to provide that margin of excellence," and is flexible both in how it attracts as well as invests private dollars, historically community colleges have been slow to develop financial instruments that permit long-range planning and implementation.

The foundation at Woodbury's own institution embraces the concepts of both traditional fundraising and the more innovative approach of marketing.

For example, hospitals in Pennsylvania's capital region are each contributing $50,000 over two years to HACC, to support the college's operating costs for increasing the size of its entering nursing classes. The remaining funds go to the endowment, with the interest restricted to cover continued support for the increased nursing class enrollment in subsequent years. These contributions will increase the nursing and allied health endowment provided by the area hospitals to $1 million.

Area hospitals are also giving HACC an additional $10,000 a year for seven years to provide six, $500 Allied Health program student loans per year. If, upon graduation, the student works for the contributing hospital for two years, the loan is forgiven; and, again, the balance of the contribution goes to establish an endowment to continue the loan/scholarship program in perpetuity.

While, as Woodbury points out, community college endowments are frequently inactive or non-existent, the colleges are increasingly employing marketing-oriented methods to broaden their revenue base with non-tax dollars.

For example at HACC, the proceeds from the bookstore go toward financial aid packages that include scholarships for high-achieving, local high school seniors. Because of their close affiliation with local business and industry, community colleges are not only developing programs to meet local employers' workforce needs, they're also receiving financial assistance from those companies to operate the programs.

In Pennsylvania, community colleges are renting their facilities to professional and trade organizations for seminars and conferences, with the rent payment going toward scholarships in that profession or trade's field of study.

The Community College of Allegheny County in Pittsburgh, has a personnel agreement with the U.S. Department of the Interior, by which the college contracts to provide public relations consulting services from campus faculty and supports an internship program, while the balance of the money goes into the college's foundation general fund for special marketing projects.

Westmoreland County Community College in Youngwood features the talents of its culinary arts students in an annual "Candlelight Culinary Dinner." The price of a ticket helps support scholarships for the culinary arts program.

Lehigh County Community College in Schnecksville sends business to area restaurants by selling "Testimonial Dinner for Two" certificates. Half the value of the certificate is redeemed to the restaurant, which uses the project to build its clientele, while the other half is retained by the college foundation.

Harrisburg Area Community College President Woodbury sees innovative fundraising and marketing as essential adjuncts to the state, local sponsor, tuition, and grant monies community colleges traditionally receive.

"We need a combination of private funding and full public support to offer the programming and services we must provide, to meet our mission and expand. Neither private revenue enhancement nor public support alone can do the job," says Woodbury. ■

ACE *Campus Trends, 1989*

The faculty shortage widely predicted for the 1990s has already arrived for many community colleges, according to *Campus Trends, 1989*, the sixth annual survey of college administrators by the American Council on Education (ACE).

"A number of American colleges and universities are currently facing shortages of faculty, in other words they are unable to find qualified persons to fill full-time faculty positions, especially in certain high-demand fields," according to Elaine El-Khawas, author of the report.

Two-year institutions now face shortages primarily in computer sciences and in the health professions. Over the next five years, one in three are expecting shortages in computer sciences, mathematics, vocational-technical fields, and health professions.

Half of all colleges and universities reported that it now takes longer to find qualified persons for full-time faculty positions. Half also reported greater difficulty in getting top applicants to accept faculty positions offered to them.

Efforts to improve minority representation among college faculty show slow progress. Only one in four institutions (29 percent of public two-year colleges) reported a net gain in minority faculty over the previous year. About half of all institutions increased the number of women among their faculty.

In the midst of a changing environment for faculty, many colleges and universities appear to be planning ahead. Two in ten institutions expect to decrease the size of their faculty over the next five years. This expectation was reported by 22 percent of public two-year institutions. Sixty-one percent of public two-year institutions expect an increased pace of retirements among full-time faculty during the next five years.

The annual survey of 366 two and four-year colleges and universities gave special attention to faculty, in light of significant shortages predicted for the next decade. Campus activities to improve minority participation were also given special attention. The responses for items in this section of the study do not include historically Black institutions.

"Results suggest that, although most campuses have some initiatives underway to improve minority representation, considerable distance remains in achieving concrete results," said El-Khawas. "Six in ten administrators, for example, judged that their institutions are not doing well in attracting Black and Hispanic students."

Eight in ten institutions reported at least "some" level of activity to increase the enrollment, retention, and completion rates of minority students. However, only four in ten reported "a lot" of activity in these areas. Among public two-year colleges, 48 percent reported "a lot" of activity to increase completion rates of minority students.

A good proportion of colleges and universities are guided by board-approved policies that outline specific goals for increasing minority representation on their campuses: 50 percent of public two-year colleges reported such policies.

Despite reports over the last year of several incidents of hostility directed to minority students, relatively few administrators took the view that racial tensions were serious among racial and ethnic groups on campus. Eighty-five percent of two-year institutions reported that "little or no" racial/ethnic tension existed.

Campus Trends also describes changes in other college practices, including:

- Widespread use of general education requirements;
- Much activity to develop methods of assessing student learning;
- Growing problems with inadequate physical facilities; and
- Substantial financial pressures confronting both public and independent institutions.

Most colleges and universities reported gains in enrollment in 1988–89. Of public two-year institutions, 71 percent reported an increase in both headcount and FTE enrollment, 68 percent reported an increase in first-time freshmen, 59 percent reported an increase in full-time students, and 62 percent reported an increase in part-time students. The number of students age 25 and older increased at 54 percent of public two-year institutions.

As for the financial picture, 73 percent of public two-year institutions reported an increase in their institution's overall budget, while 12 percent reported a decrease. Revenues from state and local government increased at 63 percent and decreased at 13 percent. Total federal student aid (excluding GSL) increased at 44 percent and decreased at 13 percent. However, the share of costs that students and parents must pay increased at 49 percent and decreased at 4 percent.

As part of the *Campus Trends* surveys

continued on page 16

A Plan to Increase the Number of Minority Faculty in Illinois Community Colleges

In spite of goals by community colleges across the country to recruit greater numbers of minority faculty, it is becoming apparent that even with improved recruiting methods, there may not be enough minority students in the pipeline to meet these goals.

"People who study affirmative action agree that some institutions simply are more resourceful than others. They are not necessarily richer; they sincerely work harder to recruit minorities," said William M. Boyd in the January/February 1989 issue of *AGB Reports*.

One of the winning strategies proposed by Boyd is that colleges should "grow their own" minority faculty by encouraging, tracking, and recruiting former students.

Acting on this concept, that most community colleges enroll a number of persons who could be interested in the rewards a college teaching career has to offer, the Illinois Community College Trustees Association has devised a plan called "ROOTS: Raising Our Own Teachers." The goal of this plan is to increase minority hiring in Illinois public community colleges.

"Raising Our Own Teachers parallels the approach which labor-intensive industries have long used to identify and attract persons to a career," said Louis Owens, chair of the ICCTA Minority Concerns Committee and a trustee of Illinois Central College.

"Many clergy, military officers, and business executives first became interested in their careers when they learned that money for college was available and that a job was waiting at the end of the academic program," said Owens. "The same approach can be used to attract Illinois minority students to college teaching. Best of all, the state-funded programs to support such an approach are already in place."

Raising Our Own Teachers suggests four steps which a college board and administration might take to increase the ranks of its own minority professionals. The appropriate Illinois programs are given as examples.

1. Do Prospecting in the High Schools

Several community colleges benefit from funding from the Illinois Higher Education Cooperation Act which provides support for improved programs of cooperation between schools and colleges or colleges and universities. In the past, the Illinois Board of Higher Education has shown an interest in funding articulation programs which help colleges explain the rewards and challenges of college level study to persons enrolled in high school classes. A grant proposal might include a plan to provide certain employment guarantees to a designated number of minority persons who complete community college, baccalaureate, and advanced degrees.

2. Directly Support Minority Students Who Need Financial Aid

Illinois community colleges receive state funding from several sources, including the Illinois Community College Board's Special Populations Grants. The college board may designate how these grants and other discretionary funds are to be used. The board may declare that a certain amount is to be used to identify and counsel minority persons who would be well-suited for teaching careers, and to provide them with career direction and academic support. Some colleges raise private funds for financial aid to disadvantaged students.

3. Help Minority Graduates Make a Successful Transition to a School or College of Education

A college may enter into cooperative agreements with baccalaureate institutions to assist in minority students' successful completion of a four-year degree. For example, such agreements could encourage prospective minority professors to transfer to designated universities to complete their degree. Such cooperative agreements are sometimes funded by the Illinois Higher Education Cooperation Act.

4. Assist the Minority Baccalaureate Graduate in Completing a Graduate Degree in a Field in which Minorities are Underrepresented

By now, prospective professors know that as long as they continue to achieve, a teaching job is waiting at the community college from which they graduated. The Illinois Consortium for Educational Opportunity and the Illinois Minority Incentive Graduate Program provide financial assistance for minority students to pursue and complete graduate or professional degrees at an Illinois public college or university. Repayment of the financial assistance is reduced or eliminated for students who decide to teach in an Illinois school or college. The Minority Incentive Grant Program produces a roster of minority graduate students who are seeking a career in Illinois colleges and universities. ■

Humanities Endowment Calls on Colleges to Strengthen Core Requirements

Too many students are graduating from college without knowing "basic landmarks of history and thought," according to National Endowment for the Humanities (NEH) Chair Lynne V. Cheney in *50 Hours*, a new report that urges colleges and universities to revise curricula so that undergraduates study essential areas of knowledge.

With the release of *50 Hours*, NEH announced the results of a survey administered by the Gallup Organization that showed significant gaps in college seniors' knowledge of history and literature. For example, the Gallup survey shows that one-fourth of the nation's college seniors did not know that Columbus first landed in the Western Hemisphere before the year 1500.

Noting that many colleges and universities allow students to earn bachelor's degrees without taking courses in history, literature, science, or mathematics, Cheney's *50 Hours* urges trustees and administrators to support faculty members who are working to strengthen general education requirements. She also encourages alumni, parents and students to work for reform.

The new NEH report cites dozens of schools, including community colleges, that have developed required courses of study for undergraduates—cores of learning that give students opportunities to gain basic knowledge of fields of human thought. As a device for organizing these examples, *50 Hours* sets forth a core of learning—50 semester hours of required study in cultures and civilizations, foreign languages, mathematics, natural sciences, and the social sciences.

The Gallup survey of nearly 700 college seniors, which was conducted under contract to NEH in spring 1989, showed many students to be unfamiliar with basic facts about history and literature. As Gallup puts it, "If the students' answers were to be graded, more than half of those tested would have failed. Using the standard "A" to "F" scale, where a less than 60-percent-correct score means failure, 55 percent of the students would have received a grade of "F" and another 20 percent a "D."

The survey showed that roughly 25 percent of college seniors could not distinguish Churchill's words from Stalin's, or Karl Marx's writings from the U.S. Constitution. More than 40 percent could not identify when the Civil War occurred. Most could not identify *Magna Carta*, the Missouri Compromise, or Reconstruction. And most could not link major works by Plato, Dante, Shakespeare, or Milton with their authors.

When the Gallup Organization asked college seniors five history questions based on the U.S. Immigration and Naturalization Service's examinations for prospective U.S. citizens, a high percentage of the students could correctly answer only two. Even after four years of college, many students could not answer a number of questions on recent history that are considered important for new citizens to know.

50 Hours says that many American colleges and universities fail to provide enough structure in the curriculum, particularly in the area of study known as "general education."

"Entering students often find few requirements in place and a plethora of offerings," Cheney says. "There are hundreds of courses to choose from, a multitude of ways to combine them to earn a bachelor's degree, and a minimum of direction. In the absence of an ordered plan of study, some undergraduates manage to put together coherent and substantive programs, but others move through college years with little rationale."

In place of a strong core, many colleges have loosely stated "distribution requirements," directing that students take some courses in certain areas and some in others. At many schools, the list of acceptable choices is long, and most of the offerings are so specialized that "they often have little to do with the broadly conceived learning that should be at the heart of general education," Cheney says.

"It is through the curriculum that college and university faculties establish a design for education," Cheney says. "It is through the curriculum that they communicate what it is an educated person should know."

A required course of study, Cheney says, gives order and coherence to a college education. "It provides a context for forming the parts of education into a whole."

A common core of learning draws students together—and faculty members as well. "When that common learning engages students with their democratic heritage," Cheney says, "it encourages informed participation in our ongoing national conversation: What should a free people value? What should they re-

continued on page 15

50 Hours: How the Proposed Model Curriculum Would Work

FRESHMAN YEAR	SOPHOMORE YEAR	JUNIOR YEAR	SENIOR YEAR
CULTURES & CIVILIZATION 6 HOURS I. The Origins of Civilization 3 hours II. Western Civilization 3 hours	**CULTURES & CIVILIZATION** 6 HOURS III. Western Civilization (continued) 3 hours IV. American Civilization 3 hours	**CULTURES & CIVILIZATION** 6 HOURS V & VI. Other Civilizations	*
CONCEPTS OF MATHEMATICS 6 HOURS	**FOUNDATIONS OF THE NATURAL SCIENCES** 8 HOURS	**THE SOCIAL SCIENCES AND THE MODERN WORLD** 6 HOURS	*
FOREIGN LANGUAGE 12 HOURS		*	*
*	*	*	*
*	*	*	*

ILLUSTRATIONS BY MAX KARL WINKLER

* Major courses or electives

Source: *The Chronicle of Higher Education*, **Oct. 11, 1989**

Leading

We recognize, I believe, that leadership is interpersonal, that leaders cannot be seen in isolation from followers, that the linkage between the two embraces the dynamics of wants and needs and other motivations, that leadership is largely a teaching process beginning with the parental nurturing of children, that creative leadership is closely related to conflict and crisis, or at least to debate and dialogue and that—above all—transforming leadership carries grave, but not always recognized, moral implications.

James MacGregor Burns
Leadership: Multidisciplinary Perspectives

In our current study of exemplary faculty members in American and Canadian community colleges, George A. Baker, Rosemary Gillet-Karem and I have documented that the qualities and attributes of excellent classroom instructors parallel almost identically the qualities and competencies we identified among exemplary leaders in our recent study, *Shared Vision: Transformational Leadership in American Community Colleges.*

It should not surprise us that classroom instructors are engaged in the process of impacting, indeed embedding, values, attitudes, beliefs, and behaviors in the students they teach. So those who lead community colleges must also be about the teaching process of influencing beliefs and behaviors in followers. This includes the governing board of the institution, the college president, and all members of the college leadership team.

John E. Roueche is professor and director of the Community College Leadership Program at the University of Texas at Austin.

In our studies, the most powerful teaching or leading strategy is the model presented by the teacher or leader. The old adage "talk is cheap" is so very true because "saying the right things" rarely carries any great cost to the person doing the talking. Doing the right thing involves tremendous commitment to values in the classroom or on the community college campus.

Last year I was invited to speak at a large community college on the importance of teaching excellence in an open door setting. The president of this college opened the convocation with a beautifully organized and written paper on the importance and priority of teaching at his college, emphasizing that no activity in the institution was of higher value or greater importance than the quality of instruction in classrooms. As he was saying "the right things" to his assembled faculty and staff, I couldn't help but notice the numbers of faculty and staff members who were busily reading the morning newspaper and the others who were chatting among themselves. This feedback normally beckons ill will for a visiting speaker, and I was anticipating a difficult day ahead.

When the president finished his remarks and introduced me, the faculty and staff put down their newspapers and paid careful attention throughout the rest of my day with them. Soon after I began my remarks, however, I noticed the president make his way out of a side door in the auditorium, where he was quickly followed by the vice president of administration, the registrar, and an assortment of deans and directors. Not only did I notice this administrative behavior, but everyone in the auditorium observed it as well.

At lunch with the staff development committee, who had arranged my visit, I observed that never had I seen community college faculty behave as rudely to a president as I had witnessed that morning. I also asked for some insight and/or explanation. One faculty member observed that the president had never been in the new academic center even though the building was now five years old. Another faculty member noted that the president had never taken part in any discussion with faculty—relative to standards, quality of programs, evaluation of faculty or programs, and the like. Another observed that the president and the administrative team had never taken part in a day of staff development although they touted staff development days as critical in the life of the college.

Finally, and most tragically, a young faculty member said to me, "Dr. Roueche, do you remember telling us this morning that classroom instructors need to know the name of their students during the first day or two of the fall

semester?" I responded that knowing who your students are is critical to getting them actively and positively involved in the life of the class. He responded, "I am willing to bet a year of my salary that if you take me today to the office of the president and ask him if he knows me or if I teach here, or if I have a leadership role, he could not answer any of the questions with any accuracy or assurance." The young man was chair of an academic department and had been at the college for five years.

This example of leaders who can mouth the right words but whose behavior is about 180 degrees from their admonitions is reflective of organizations where "those leading" aren't doing the things that inspire and motivate faculty to care mightily about teaching quality and excellence.

Those in community college leadership positions (board members and administrators) must be about their own learning on a daily and weekly basis. I like to ask members of college leadership teams the names of the books they have read in recent months that have assisted them in improving their leadership and or management skills. The answer to my queries reminds me of a comment made at the AACJC convention in Washington last April by a community college trustee. She observed, "We have a celebration on our campus any time that a faculty member writes a book or whenever an administrator reads one!" What a sad commentary, and there may be more truth in the observation than good humor.

Leadership is a process most like teaching. Those in charge must be setting the standard and modelling the behavior they wish to inculcate in others. If our community college leaders are not about their own learning and growth and development, they are likely to atrophy intellectually, and lead the college to educational mediocrity. ■

ACADEMIC POLICY

continued from page 12

sist? What are the limits to freedom, and how are they to be decided?"

Cheney notes that when students are encouraged to learn about the history and thought of cultures different from their own, "they gain insight into others with whom they share the earth."

The core curriculum that is the central organizing device of 50 Hours suggests study in five basic areas of knowledge:

18 hours: Cultures and Civilizations

- The Origins of Civilization: a one-semester course that considers the beginnings of civilization on various continents. (3 hours)
- Western Civilization: a one-semester course that considers the development of Western society and thought from Periclean Athens through the Reformation. (3 hours)
- Western Civilization (continued): a one-semester course that considers the development of Western society and thought from the Reformation into the 20th century. (3 hours)
- American Civilization: a one-semester course that traces major developments in American society and thought from colonial times to the present.(3 hours)
- Other Civilizations: two one-semester courses from the following: civilizations of Africa, East Asia, Islam, Latin America, South Asia. (6 hours)

12 hours: Foreign Language

A two-year requirement; it is recommended that students fulfill this requirement by taking more advanced courses in a language they studied in high school.

6 hours: Concepts of Mathematics

A one-year course focusing on major concepts, methods, and applications of mathematical sciences.

8 hours: Foundations of the Natural Sciences

A one-year laboratory course that focuses on major ideas and methods of the physical and biological sciences.

6 hours: The Social Sciences and the Modern World

A one-year course that explores ways in which the social sciences have been used to explain political, economic, and social life, as well as the experience of individuals, in the last 200 years.

For each of the five areas of knowledge it considers, *50 Hours* offers examples of core courses that have been developed at colleges and universities across the nation. This is done, Cheney explains, "to call attention to the variety of ways in which substantive and coherent learning can be achieved."

50 Hours recommends that courses in the core be taught in small classes and in an integrated fashion, so that, for example, students reading Descartes' philosophy in a Western civilization course are reminded of his contributions to mathematics. Cheney also recommends that the core be taught by the college's most distinguished faculty, who can bring their learning, experience and stature to the task: "In the core, as throughout the curriculum, courses should be taught by men and women who, though deeply knowledgeable, remain eager to learn."

Cheney argues in the afterword to *50 Hours* that the requirements of a carefully structured core of learning expand the possibilities for further thought and inquiry.

"No two students will come through its complex explorations quite the same," she says. "One will love the ordered world of the theorem, another the untamed landscape of the Romantics. But both will know both, if education has done its duty; and they will share this: an enthusiasm for the journey, a sense of the satisfactions that a lifetime of learning can bring." ■

INDEX

Trustee Quarterly 1989

Academic Policy
"Community College Honors Programs Benefit Students Who Excel." Winter 1989, p. 10.

"Improving High School Community College Articulation." Spring 1989, pp. 12–13.

Pabst, Diana. "Students and Community Service." Fall 1989, pp. 2–6.

"Programs for Prison Inmates." Fall 1989, p. 13.

Community Relations
"Community Colleges Urged to Expand Consumer Programs Under New Inititives." Spring 1989, p. 11.

"How Safe is Your Campus?" Summer 1989, p. 11.

"Jamestown Community College Reaches Out to Adult Learners." Winter 1989, pp. 12–13.

Education Trends and Issues
Orzech, Susanna C. "Community Colleges to Head 21st Century Education Efforts." Fall 1989, p. 14.

Pabst, Diana. "Stepping Up Substance Abuse Prevention." Summer 1989, pp. 6–10.

"Trends Affecting Community Colleges: *Workforce 2000*." Spring 1989, pp. 6–9.

Employee Relations
"Excellence in Teaching." Fall 1989, p. 12.

"Illinois Study Shows Impact of Faculty Retirement." Summer 1989, p. 14.

"Recognizing and Rewarding Faculty Excellence: A Merit-Based Distinguished Service Plan." Winter 1989, p. 14.

Ethics
McCormick, Kathleen. "Maintaining an Ethical Balance." Summer 1989, pp. 2–5.

Financial and Business Policies
Pabst, Diana. "Community Colleges Exhibit New Spirit of Fund-Raising Aggressiveness." Winter 1989, pp. 5–9.

"The Fine Art of Passing a Bond Issue." Spring 1989, p. 10.

Legal Considerations
"Managing Risks for Governing Board Members." Spring 1989, p. 13.

Long Range Planning
Giles, Ray and Stark, Julie. "The Trustee Role in Assessing Institutional Effectiveness." Spring 1989, pp. 2–5.

Political Implications
"Barbara Roberts Exemplifies Concept of Trustees as Politicians." Winter 1989, p.11.

Mensel, Frank. "A Pivotal Month of Federal Visibility." Summer 1989, pp. 12–13.

Presidential Relations
Harrison, Charles. "How Does Your President Measure Up?" Winter 1989, pp. 2–4.

O'Banion, Terry. "Retaining a Peak Performing President: A Special Challenge for Trustees of Outstanding Colleges." Fall 1989, pp. 7–11.

EDUCATION TRENDS AND ISSUES

continued from page 10

in both 1988 and 1989, administrators were asked to name the three most important challenges facing their institutions over the next five years. The dominant themes noted in 1988 continue to appear:

- Issues of adequate financial support were raised quite frequently.
- Improving program quality remains an important focus of activity. For some institutions, this especially called for changes to serve new needs or new populations of students.

Issues taking on greater importance include issues related to faculty and the need for renovation and renewal of physical facilities.

It appears that of concern in the 1990s will also be the need to continue to provide institutionally-funded student aid as well as continued experimentation with new ways to assess student learning amidst serious misgivings about potential negative consequences of assessment efforts. ■

CALENDAR

Trustee Education Opportunities

February–April, 1990

February

8
Nebraska Technical Community College Association
Lincoln, NE

8–9
AGB Workshops on Finance, Fund Raising, and Strategic Planning
Washington, DC

25–27
ACCT National Legislative Seminar
Washington, DC

March

9–10
Oregon Community College Association
Bend, OR

18–20
AGB National Conference on Trusteeship
San Diego, CA

April

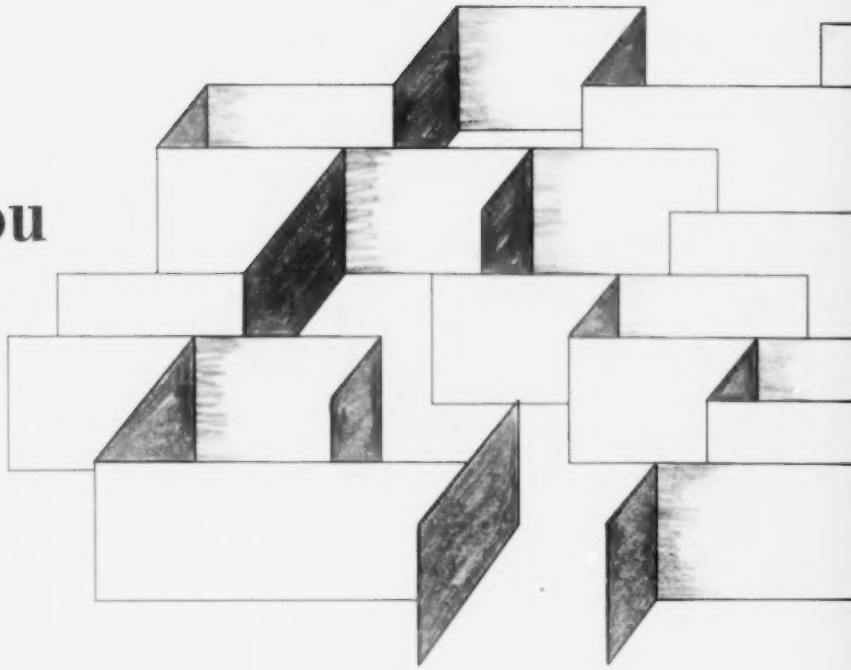
1–4
American Association for Higher Education Annual Meeting
San Francisco, CA

2
Pennsylvania Federation of Community College Trustees
Harrisburg, PA

5–7
ACCT Pacific Region Seminar
San Diego, CA

22–25
AACJC Annual Meeting
Seattle, WA

Let ACCT Help Guide You to a New CEO



ACCT has 10 years of experience in helping more than 100 community, technical and junior college boards find the right leadership. Our Chief Executive Officer Search Advisory Service can help you conduct a timely, efficient search for the leadership your educational institution needs, freeing you to make the best use of your resources.

ACCT's Chief Executive Officer Search Advisory Service offers you:

- A tailor-made program to fulfill your executive search needs
- An open, objective search based on understanding of your institution and its leadership needs
- An ability to attract a broad base of highly qualified candidates, including minorities
- Advice for your board on the executive search process – from detailing a job description to negotiating an agreement with the candidate of your choice and smoothing the path of communication between the board, campus and community constituents, and the new CEO.

"ACCT has earned our respect and grateful appreciation. From beginning to successful conclusion, ACCT provided the structure, assistance, and expertise which ensured a thorough and professional search."

"ACCT's ability to attract qualified candidates, its reputation for professionalism, and its positioning within the community college system, place it in a firm position to provide assistance."

Call ACCT at (202)347-1740 to see how we can assist your search for a new chief executive.

Association of Community College Trustees
1740 N Street, NW
Washington, DC 20036

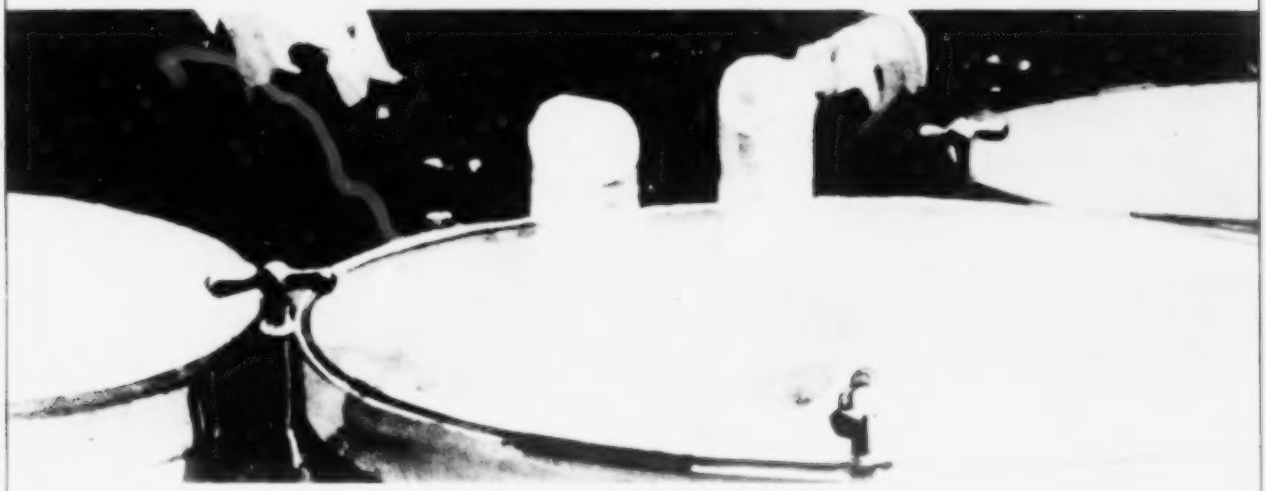
SPRING 1990

TRUSTEE QUARTERLY

How Long is Too Long?

ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES

ANNOUNCING... THE ACCT SAFETY GROUP DIVIDEND: 11.2%



YOU MAY BE LOSING MONEY IF YOU'RE NOT AN ACCT SAFETY GROUP MEMBER.

The **Association of Community College Trustees** is proud to announce that a **11.2%** cash dividend will be paid to all ACCT Safety Group members for the 1987-88 program year.

Participation in the ACCT Safety Group has enabled members to enjoy a reduction in cost for their **property/liability** insurance.

Although dividends cannot be guaranteed in advance, participating members know that cash back in their pockets is a very real benefit of this ACCT program.

If you haven't already joined the ACCT Safety Group, find out how you can improve your insurance coverage and also save money wit

- **Broad, Customized Protection**
- **Cash Dividend Opportunities**
- **Safety and Loss Control Plans**
- **Fast, Local Service**

Why not receive the same kind of savings opportunities fellow ACCT members are accustomed to and benefit from group participation?

Call TOLL-FREE for more information with no obligation: **800-523-2710**
(in Pennsylvania, call 800-643-2020).

MarketDyne International
Pacific Employers Insurance Company
CIGNA companies

CIGNA

Board of Directors
1989-90

President
Allen B. Ballowe
Western Piedmont Community College, NC

First Vice-President
Nancy K. Romance
Yosemite Community College District, CA

Second Vice-President
Beatrice Doser
Montcalm Community College, MI

Secretary-Treasurer
Michael J. Traino
Burlington County College, NJ

Immediate Past-President
Daniel B. Grady
San Diego Community College District, CA

Michelle M. Balcomb
Colorado Mountain College, CO

Betty A. Barr
Metropolitan Community College, NE

Lois G. Blas
St. Louis Community College, MO

Ruth McCalla Edwards
Cincinnati Technical College, OH

Norma Jean Germond
Pacific Region Chair
Portland Community College, OR

Maureen Grady
Clark State Community College, OH

Jacqueline L. Holland
Rockland Community College, NY

Dee Holladay
Northeast Mississippi Community College, MS

Nancy M. Hubers
Northeast Region Chair
Baltimore County Community Colleges, MD

Jerry Lucas
Central Region Chair
John A. Logan College, IL

David Mathes
Mohawk Valley Community College, NY

Nancy Murrin
Butler County Community College, PA

M.C. "Nick" Nicolas
Yavapai College, AZ

Albert "Al" Romero
Santa Fe Community College, NM

William O. "Bill" Rowell
Midlands Technical College, SC

Vaughn A. Sherman
Edmonds Community College, WA

C. Louis Shields
Southern Region Chair
Coastal Carolina Community College, NC

Catherine A. Wyatt
Northern Alberta Institute of Technology, Alberta

M.B. "Bill" Wyckoff
Labette Community College, KS

L.B. "Brad" York
Western Region Chair
North Harris County College District, TX

T. Kenneth Young
Kalamazoo Valley Community College, MI

The TRUSTEE QUARTERLY (ISSN 0271-9746) is published four times per year as a membership service of the Association of Community College Trustees (ACCT). ACCT is a non-profit educational organization of governing boards of public and private community and technical colleges. Membership also is open to state coordinating, advisory, and foundation boards, and state associations. The purpose of ACCT is to strengthen lay citizen governance of community colleges. Through its services, ACCT seeks to help trustees provide visionary, responsive, sensitive, and accountable education policy leadership. Important functions of the association are trustee development, advocacy of the governing board perspective at the federal level, local board assistance, promotion of the role of community colleges, and education leadership.

Opinions expressed are those of the authors and not necessarily those of ACCT.

Non-members may subscribe to the TRUSTEE QUARTERLY for $30.00 a year. Third class postage paid at Washington, DC.

Director of Publications: Sally Hutchins
Executive Director: David Viar

Association of Community College Trustees
1740 N Street, NW
Washington, DC 20036
(202) 347-1740

SPRING 1990

TRUSTEE QUARTERLY

FEATURES

2

How Long is Too Long?
The Question Presidents and Trustees Fear to Ask
Should community college presidents and trustees devote time and energy to thinking about when it is time for the president to leave a position?

8

Governance and Leadership:
Expectations of Trustees and CEOs
What do trustees and chief executive officers have in common when it comes to questions of governance and leadership at America's community colleges?

DEPARTMENTS

15

Academic Policy
Workplace Literacy

16

Planning
Using Your Self-Study Report

17

Commentary
The Golden Age of Community Colleges

19

Calendar

How Long Is Too Long?

The Question Presidents and Trustees Fear to Ask

Jay Carsey is back in the news. Who is Jay Carsey? Many of us who have followed the community college for a number of years know. For those who might not know, Jay Carsey, at age 46, after 17 years as president of Charles County Community College, in Maryland, quit. No, he did not resign, at least not in the traditional sense. He just up and quit. On May 19, 1982, he drove his car to Washington's National Airport and literally disappeared. Jay Carsey's departure from the presidency was so dramatic and unusual that he is the subject of a new book entitled *Exit the Rainmaker*, a title taken from the postcard Carsey sent to the dean of instruction at the college. Carsey answered the question, for himself at least, of "How long is too long?" to stay in a given presidency.

Not all departures are as dramatic as Carsey's. The case does, however, bring to the forefront the question of "How long is too long to remain in a given presidency?" Most presidents and trustees are indeed afraid to ask the question, at least beyond the confines of the mind. **And certainly it is rare indeed for trustees and presidents to even broach the subject, much less discuss it openly and in detail.**

The question of how long is too long to remain in a specific position is by no means limited to community college presidents. For example, an article entitled, "The melancholy perils of staying too long," in the June 26, 1989, issue of *U.S. News and World Report* (by Lynn Rosellini, p. 9) focuses upon staying too long in one's profession. The author refers to Kareem's last game with the Lakers as sad, "Sad, because for all his skill and personal dignity, Kareem had stayed too long." Moving from the sports arena to the arena of world politics, the author believes that had the Chinese leader Deng Xiaoping "retired two years ago, he would have been considered a reformist hero, instead of a blood-spattered villain." Why do people hang on, the author asks rhetorically? Because, he concludes, stripped of our titles, "we become lonely performers with no script and no director, terrified of examining the stage sets of our lives for fear of discovering the peeling paint, the broken pipes, the crumbling ceilings. Change might topple the whole set."

Should community college presidents and trustees devote time and energy to thinking about when it is time for the presi-

dent to leave a position? Clark Kerr thinks so, for he tells us that "Exits are almost as important as entrances but, while the latter are sometimes well staged, the former are usually improvised." The Bible thinks so, for it tells us "To every thing there is a season, and a time to every purpose under the heaven." Kenny Rogers thinks so, for he tells us that "You got to know when to hold 'em, Know when to fold 'em: Know when to walk away, Know when to run."

Yes, presidents and trustees should be concerned with how long is too long, I believe. Why? Because a major threat to the presidency, and therefore to the community college achieving its full potential, is that too many presidents have settled comfortably into that middle ground on the presidential continuum where survival, not leadership, is the issue; where presidents are neither effective leaders nor failures; where average is the order of the day, not excellence. But how long is too long?

The Complexities of Moving

The most important professional decision a community college administrator makes is accepting a presidency. The second most important professional decision that person makes may well be in deciding when to leave a presidency. Probably no question haunts the introspective president more than the question of how long is too long for one to stay in a position and continue to provide effective leadership. The complexity of the question makes it especially troubling, for as one twenty-two year veteran of the presidency notes, "Some people give all they have to a college in one year; others never run out of ideas." How long is too long? In one instance two years may be too long; in another 30 years may not be too long.

Governing boards should certainly consider the question of how long is too long, for the most important decision many governing boards make is the employment of a president. The second most important decision most governing boards make is getting rid of their first most important decision.

Even asking the question of how long is too long is difficult, for the elusive, emotional, and troublesome answers often involve much rationalization on the part of the president and the board. Haunting presidents who are considering changing positions is the fear that the next position may not be as good as the one they already have; haunting trustees who are considering encouraging the current president to seek employment elsewhere is the fear that the next president might not be any better than, or even as good as, the current one. The result is often a mental, emotional, and pragmatic compromise resulting in the president staying in a position until a major crisis forces the board or the president to act. The question of how long is too long remains in the closets of the minds of presidents and trustees, for it is indeed the question that most people fear to ask.

Can One Tell How Long Is Too Long?

Can even the most perceptive president tell how long is too long to stay in one position? Certainly the research on the ideal length of presidential tenure is inconclusive. The Association of Governing Board's 1984 study of the presidency directed by Clark Kerr concludes that there is no ideal length of time for a president to stay in office. (p. 64) David Riesman feels that even a decade may be too little time for a president to serve if he or she wants to have an impact on the quality and collegiality of the faculty and staff.

In *The Community College Presidency* (1986), I touched briefly upon the subject of how long is too long for a president to occupy a position: "For years, a favorite parlor game among presidents has been speculating on how long is too long to occupy the presidency. As is the case with most parlor games, one's perspective on the game changes with age, availability of desirable options, and the satisfaction associated with the game itself. And, indeed, as with most games, the players are not always able to control their length of office, for there are always certain rules, referees, and others who have an influence on any one career." (p. 223) That is, you can't always decide when to hold 'em or when to fold 'em. Or, to use the descriptive phrase of James Henderson, President of San Juan College, "Being president is like dancing with a big bear. You don't quit when you get tired. You quit when the bear gets tired."

Signals

There are signals that warn trustees and presidents that a president has stayed in a position too long. One veteran of three presidencies came face to face with the ultimate signal: age. He observed, "The force of denial of aging is a curious one. All of us carry around in our heads a sense of self based on our youth, or early maturity. The wrinkles in our faces and in our hearts are ignored, and we pretend that we are the same as we were decades ago. But we are not, and ultimately we grope toward a personal solution to the problem of the final years of our careers and to the need to plan for them, as well as for post-retirement. As I saw age 60 looming ahead, I had to ask myself whether I wanted to be a CEO for the remainder of my life in higher education or try something else. My answer was something else." How long is too long? For this individual in his final presidency, too long was when he felt time running out, at least professionally.

Another individual who had been in the presidency for over 20 years at six different colleges, ranging in tenure from 11 years to three interim presidencies of less than a year each (a hired gun, or Paladin, as one Texas newspaper proclaimed upon his arrival) was preparing to leave his most recent presidency, a position he had occupied for six years, when I interviewed him.

While hesitating to place a time limit on a president's service

at one college, he nevertheless believes that it is good for the individual and good for the institution if the college changes presidents periodically. He believes that how long one should stay depends upon a number of things: one's own goals, the situation at the institution, and any number of other professional and personal factors which influence one's ability to lead and one's life beyond the position. In the final analysis, however, his instinct told him when to move. "For me, when things feel right, this sounds astrological, but when the stars line up—those stars are institutional and personal: current institutional status, my own personal needs at the time—when they all are in alignment, it's time to make a decision and so I just make that decision and don't worry about what comes next. I wouldn't recommend this approach to everyone for you have to assume it could be difficult. There is an alignment that occurs that you feel is right and you do it. And we all have those feelings. I try to act on mine when I can."

One former president who misses the presidency tremendously had revealing observations on tenure in office. He believes that once you avoid getting into the fray and everything is anticlimactic, your time is up, as is the case when everyone has heard your stories not once, but several times. An especially dangerous warning signal, he notes, is when the president believes that he is a law unto himself, a situation that becomes extremely dangerous because it leads the president to believe he can (and should!) ignore the rules, regulations, advice, requests, and directives of the college community and governing board. Similarly, a trustee notes that, "Certainly when a president starts taking the college and the board for granted, when the president becomes stale, when the president is no longer providing dynamic leadership, but is just continuing along at the same old pace doing the same old thing, then it's time to go."

A former president who resigned after a number of years found that several reasons for his leaving the presidency were emotional. In his words: "I am a person who gets ego satisfaction from doing a good job and having it appreciated and acknowledged. When I came to _____ Community College, the place was in a shambles, and I was successful in straightening it out. Of course, in the beginning I got lots of positive feedback. After about five years though, that became history, and I started to feel that I was being taken for granted. I guess I felt I was responsible for everyone and everything, and no one seemed to consider what was happening to me. So I guess, for me, five or six years would have been long enough for maximum reward. How long is too long? How much is too much? These are not easy questions to answer. In the presidential seat, some days were miserable, but I always knew a good one was going to come along. Maybe 'too much' is related to the amount of time between the bad days and the good ones. Maybe 'too long' is when one starts feeling too alone and unappreciated. There are a lot of actors in that scenario: family, board, immediate staff, colleagues. Come to think of it, I probably left the presidency for basically the same reasons I divorced my first wife. The ecstasy wasn't worth the agony."

"A major threat to the presidency, and therefore to the community college achieving its full potential, is that too many presidents have settled comfortably into that middle ground on the presidential continuum where survival, not leadership, is the issue."

Certainly there are many psychological and personal aspects to the question of how long is too long, some of which are related to aspects of aging, both physical and mental. As one president notes, "If a president finds that it is easier not to take on new projects, not to travel to meetings, not to attend seminars and participate in other forms of renewal because he or she feels that all that can be learned has been learned, the end is near. A trustee, speaking to the more personal side of the presidency, observes: "I don't think all of the terminations around the country are necessarily the result of a defect in a person's qualifications. Sometimes the president's personal station in life dictates attention to some matters that are unrelated to the college and demand more time and energy than the board expects or desires. There's a breakdown in communications, and I think those signs, while not easily documented, are fairly obvious, such as when board votes become struggles and little things are problematic that should be automatic."

A Tentative Check List

Any checklist used to gauge presidential effectiveness is at best tentative and subjective. With this disclaimer in mind, the following list offers some guidance for presidents and trustees in dealing with the elusive but important question of how long is too long for a president to remain in a position.

When Nothing Is Exciting

Based upon many discussions with presidents and trustees, the single most important factor in deciding when one should move on is when the excitement for the position is no longer present. Individuals express themselves in different ways and at dif-

ferent stages of their career on this topic: I find the job is no longer fun and is boring; I have the Monday morning blues and it's Friday afternoon; I no longer feel creative; I have no energy; I dread board meetings, no matter what good news I have to share; I no longer get any highs from being president; and the list goes on. No matter how one expresses it, the conclusion is the same: once the excitement for the position is missing, the president has stayed too long.

"Even asking the question of how long is too long is difficult, for the elusive, emotional, and troublesome answers often involve much rationalization on the part of the president and the board."

When Everything Must Be Exciting

Ironically, the loss of excitement is only one side of a two-sided coin. The opposite side of the loss of enthusiasm is when a president reaches a stage when every day must provide new highs in terms of excitement, accomplishments, and challenges. A day that offers no highs is more than boring; it is frustrating and viewed by the president as "nonproductive." A day that other presidents long for leaves these presidents waiting for the next day's mail or the next trip out of town. These presidents like to ride the roller coaster, but find the depths of the ride and the climb to the top depressing. These president are often exciting individuals, but their lust for excitement is hard to sustain. These presidents tend to be both physically and mentally tough, a toughness often forged in almost endless intellectual battles, either with their colleagues or themselves. These presidents give off few signals that can be detected by others. My conclusion is that only these presidents themselves, and perhaps their spouses, know when it is time to move on.

When Priorities Cannot Be Established

When everything becomes equally important, everything becomes routine. The temptation is to do those things that require the least effort, especially intellectual effort. The result is something of an academic Gresham's law with relatively unimportant tasks remaining in circulation and important tasks requiring high intellectual energy being put in abeyance. When the president cannot or is no longer willing to establish priorities, it is time for that individual to seek a new position.

When The Agenda Is Completed

Several presidents stated their belief that it is time to move on when one's goals have been accomplished. Unless one publicly outlines very specific goals upon assuming the presidency, only the incumbent can say that the agenda is complete. When the president believes that the agenda is completed (no matter how much of the agenda is fabricated over the years), then it is time to move on, regardless of the perception of others.

When Lower Standards Are Accepted

A danger signal is when presidents let little things slip. Such things as ignoring a less than clean building, a "small typo," and personnel who are just a "little late" are symptoms of a bigger problem. Once a president accepts lower standards in small things, it is just a matter of time until lower standards are accepted in grading, recruitment of faculty, and other matters that go to the very heart of the institution.

When The Vote Is No Confidence

If the governing board casts a vote of no confidence in the president, the president has obviously stayed in the position too long. The rule of thumb should be that if the president loses the confidence of a major segment of the college community (an exception may be in those cases where unionized faculty routinely vote no confidence if the president and board do not meet certain demands), when too many bridges have been burned, he or she has been in the position too long.

When The Fit Is No Longer Right

The combinations of things that go into making an effective leader are many, elusive, and varied. One of the intangible ingredients in the leadership formula is what some people refer to as chemistry or "fit." The fit may be right when a president first assumes a position but may later become so incompatible as to make the position unbearable. Why? Circumstances change; presidents change; faculties change; administrators change; and most importantly, boards change, especially in community colleges. Board members who employ a president have a vested interest in the success of that president; subsequent board members have less of a vested interest in that particular president. Presidents and trustees who realize that the chemistry is no longer right may well avoid an institutional crisis and head off a vote of no confidence (or even dismissal) in the president if they act to restore the correct "chemistry."

When No Risks Are Taken

Presidents who always lean toward safe decisions are no

longer challenging the college community or themselves. President who are no longer willing to put their reputation, indeed their career, on the line for what they believe is right for the college have become too comfortable (or too insecure) in their position and should move on.

When The President "Self-Destructs"

Michael Cohen and James March, in *Leadership and Ambiguity* (1974), believe that presidents who are preparing to leave their positions develop "cooling out" strategies. They note: "Presidents will behave so as to make the job unpleasant in ways that do not detract from their basic subjective perception of success in it. We would expect them to make themselves intolerably busy—and increasingly so as they approach resignation. They would see the demands on them as increasingly conflictual—and make them so—particularly as they come closer to the time for resignation. They grow tired and sick." (p. 193) Cohen and March's "cooling out" hypothesis bears serious consideration when deciding if one has been in a position too long. When presidents find that they are "cooling themselves out," rationalizing why they should leave the position, lowering aspirations, to use Burton Clark's term, they have been in the position too long.

When The Seesaw Stops

In an earlier paper on the presidency, I depicted the president atop the seesaw as a way of metaphorically describing the position. The discussion suggested that the greatest danger to the college is when the seesaw stops. A trustee captures the essence of the argument in a brief statement. "Sometimes there's not an unhappiness and not a defensiveness but the contented nature of both the board and the president to accept the status quo is very important. I doubt that the contented president and the contented board have the ability to recognize that they're so contented that they're not moving. Things probably seem to be going rather smoothly, but I doubt that they're serving the community as well as they might." When the seesaw stops, it is time for the president to move on.

When The Grass Is Greener

Most presidents are tempted at various stages of their careers to seek other positions: a larger college, a professorship, a position with business and industry, all, at times, seem to offer more prestige, more challenge, and more money, than does one's current position. When the president reaches the stage that he or she believes the grass is greener in someone else's field, it is time to move to a new position.

One could point to other warning signals which may indicate that a president has been in a position too long. Many of the obvious reasons for presidents getting into trouble such as breaking the law or the rules and regulations of the institution are not discussed here; nor is out-and-out incompetence. Nevertheless, presidents and trustees can use the above signals as a means of sensitizing themselves to when a president has stayed too long. With some forethought, the signals can be dealt with early, often in a positive way, thereby saving a great deal of grief for all concerned and perhaps saving a president from being reminded that he or she has stayed too long.

Prolonging Presidential Effectiveness

The foregoing, if taken in isolation, presents a somewhat gloomy picture of the community college presidency. While the presidency is not without its pitfalls, its overall prospects are far from gloomy. Indeed, as I reported in *The Community College Presidency*, most community college presidents are quite happy in their positions. (pp. 3; 45–46; 99; 100–102) In those situations where help is needed, some steps can be taken to prolong presidential effectiveness, I believe.

1 Presidents, with the help of the board, should prepare for life after the presidency, intellectually and psychologically. The average tenure for a community college president is 7.2 years; over 50 percent of presidents have been in their current position for five years or less. The average age of current presidents is 50.7 years. (*The Community College Presidency*, pp. 209–211) In spite of these figures, most presidents approach the presidency much as they approach life, as if it will continue forever. Presidents and trustees should realize that a given presidency will likely end well before retirement of the incumbent and should jointly work to prepare the president for life after the presidency.

2 Presidents should realize that while their problems are often personal, they are not unique. **Presidents in trouble should**

be able to discuss their problems with the board without being penalized or criticized. In addition, presidents in trouble should call other presidents to see how they have handled a particular problem or situation, either professional or personal. What do other presidents do when the presidency is no longer exciting? Some take sabbaticals; others take on new projects. Most suffer in silence. National and state organizations should consider establishing a "presidential hotline" to provide a forum and advice for presidents in trouble. A presidential hotline, manned by successful veteran presidents, and in some cases, trustees, could prove invaluable to new presidents and to presidents in trouble.

A forum should be provided for spouses of presidents. Spouses seem amazed when they discover that the problems associated with the presidency are not unique to the president to whom they are married. If spouses could get together to discuss problems and issues more often, they in turn would better understand the problems associated with the presidency and therefore could help presidents solve certain problems and cope with those they cannot solve. The spouses' forum could provide an excellent avenue for exposing the increasing number of male spouses to the presidency.

Presidents should spend more time on introspection and should be encouraged to do so by trustees. It is important to know what the presidency is and is not; it is important to know what the president should and should not do. Socrates' admonition that the un-examined life is not worth living is still valid. The same would seem to apply to the presidency.

In line with the above recommendation, the president should be a scholar. Part of the president's scholarship should be devoted to the study of the presidency, for much can be learned from studying the college and university presidency. By bringing a disciplined approach to introspection, the president can place problems, issues, frustrations, and other aspects of the shadow side of the presidency into perspective. Moreover, by viewing the presidency through a broader perspective, the president can bring new approaches and new understandings to the position, thereby prolonging effective leadership.

Presidents and board members simply must discuss the presidency both philosophically and practically. The Association of Community College Trustees is an excellent forum for this discussion; however, most presidents and many trustees do not use the forum for serious discussions of the presidency. Trustees are responsible for the welfare of the president, if not directly, certainly indirectly. Candid discussion between presidents and trustees can alleviate many of the potential problems discussed above.

"The single most important factor in deciding when one should move on is when the excitement for the position is no longer present."

Finally, presidents should realize that most trustees, most faculty, most staff, most administrators, most students, and most members of the public expect and want the president to lead. When the president is exercising dynamic leadership, few people, including the president or members of the board, will ask how long is too long. When presidents and trustees realize that leadership is desired among all constituents, many of the concerns outlined above disappear and presidential effectiveness increases. And after all, presidential effectiveness is ultimately what the board-president relationship must achieve; otherwise, both parties in the relationship are failures.

When The Play Is Over

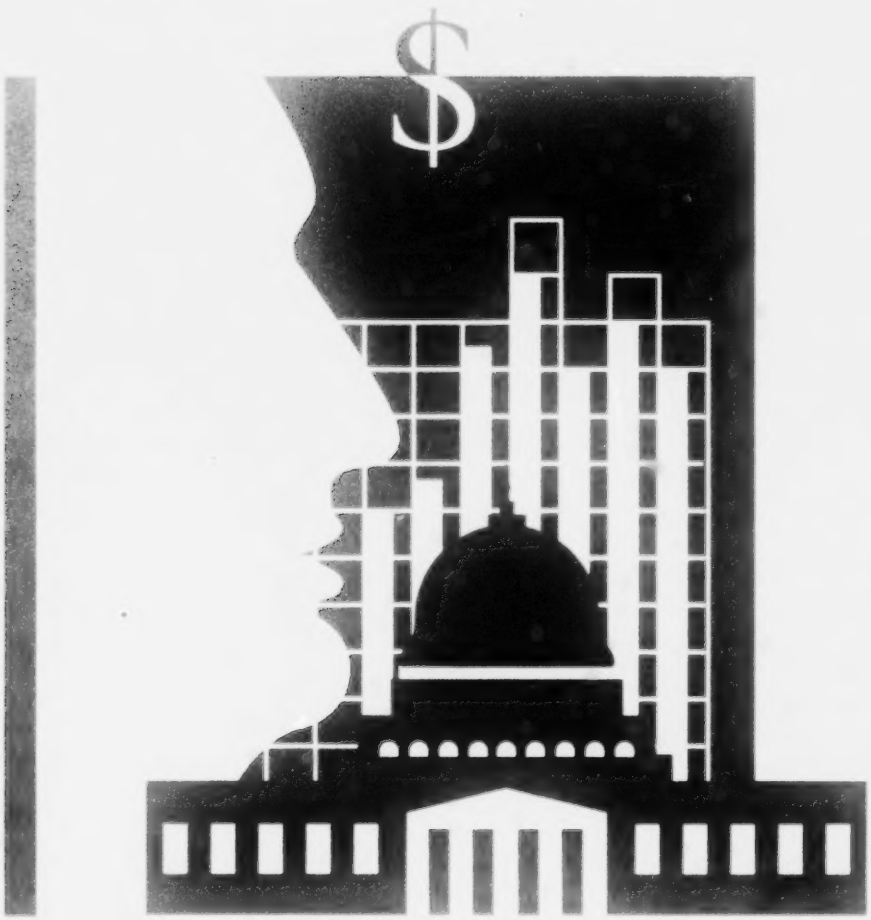
How long is too long? Shakespeare said, "All the world's a stage, And all the men and women merely players: They have their exits and their entrances...."("As You Like It") Every community college president needs to be able to sense when it is time to make that exit. ■

—George B. Vaughn
Director
Center for Community College Education
George Mason University
Fairfax, Virginia

Much of the above was presented in a forum sponsored by the American Association of Community and Junior College's Presidents Academy held at the annual meeting of the Association of Community College Trustees held in Vancouver, BC, on September 22, 1989. Portions of the forum presentation and of the above discussion were taken from Leadership in Transition: The Community College Presidency *by George B. Vaughn.* *©1989 by the ACE Macmillan Series on Higher Education by Macmillan Publishing Co., reproduced by permission of the publisher.*

Governance and Leadership

Expectations of Trustees and CEOs



What do trustees and chief executive officers have in common when it comes to questions of governance and leadership at America's community colleges?

Quite a bit, according to a recent ACCT survey of trustees and CEOs from community colleges across the United States. When asked who is responsible for activities such as planning education programs, hiring staff, and conducting community relations, trustees and presidents were in complete or general agreement on most of the activities surveyed. (See page 13 for survey results.)

However, the survey uncovered significant differences. Trustees, for example, indicate a greater desire to be involved than CEOs believe appropriate on four key issues, including setting budget priorities and hiring administrators.

The survey was conducted last December and included responses from 149 trustees and 176 CEOs, all from different college districts. (There are approximately 650 community college districts in the U.S.) Highlights of the survey's findings include:

- A majority of trustees and CEOs agree on where responsibility lies for planning and reviewing educational programs, faculty hiring, recommending faculty sabbaticals, and lobbying on local government issues.
- A majority of those surveyed generally agree that boards and CEOs need to be involved and work together on establishing college and board policies, lobbying state issues, facility planning, architect selection, fundraising, and media relations.
- A majority of trustees and CEOs disagree, however, on the degree of board and CEO responsibility for setting budget priorities, hiring deans and vice-presidents, conducting commu-

nity relations, and planning board meeting agendas.

- While the survey revealed no significant overall differences between male and female trustees on the degree of responsibility they believe appropriate for boards and CEOs, women do want to be more involved in setting budget priorities than men. Men, on the other hand, want to be more involved in hiring administrators and selecting architects.
- More than a third of all trustees in the West—36 percent—indicated their CEO takes more responsibility for governance and leadership activities than they believe appropriate. A similar concern was expressed by only 8 percent of trustees in the East, 15 percent in the South, and 20 percent in the Midwest.
- Women CEOs are generally more inclined than their male colleagues to seek exclusive responsibility for governance and leadership activities. Similarly, single campus CEOs are more willing to share responsibility than multi-campus CEOs.
- CEOs with three or fewer years on the job are more willing than their more experienced colleagues to share responsibility with boards.
- Trustees and CEOs from small colleges tend to agree more often on questions of governance responsibility than trustees and CEOs from medium and large-size colleges. Not surprisingly, the survey also showed that CEOs from small colleges are more willing to share responsibility with their boards than CEOs from larger colleges.

A board chair from a Midwest community college spoke for many trustees participating in the survey when he commented, "Today's trustee wants to be involved."

Of the 15 activities listed, a majority of trustees surveyed indicated boards should have either equal or primary responsibility for eight of them. (CEOs, on the other hand, listed only four activities in which they believe boards should have equal or primary responsibility.)

Sandra Ritter, board chair at Oakland Community College in Michigan, says the survey shows clearly the challenge for today's CEO is to involve the board in "meaningful" ways. "Boards are happy with what the colleges are doing but trustees have to have something meaningful to do. Otherwise, they can get surly."

"Our college runs well," a trustee from the South wrote on his survey, "because our CEO operates with the appropriate involvement from the board."

The happy conclusion to be reached is that boards and their college presidents are generally working well together despite the inherent difference in points of view on governance and leadership issues.

While many CEOs commented positively on their working relationship with their board, a good number complained about trustee involvement.

Commented a new president from the Midwest, "There are some board members who are much more intrusive and who have their own agenda on what a college should be. The least informed are often the most influential."

A West Coast chancellor working for an elected board commented, "Boards talk a good game when it comes to wanting to be involved. But too often, and particularly on faculty matters, they prefer their CEO to make the tough decisions and take the heat."

Elected boards of trustees pose a particular challenge for community college presidents, according to Clark Kerr, the former president of the University of California and author of three books published by the Association of Governing Boards on college governance and leadership.

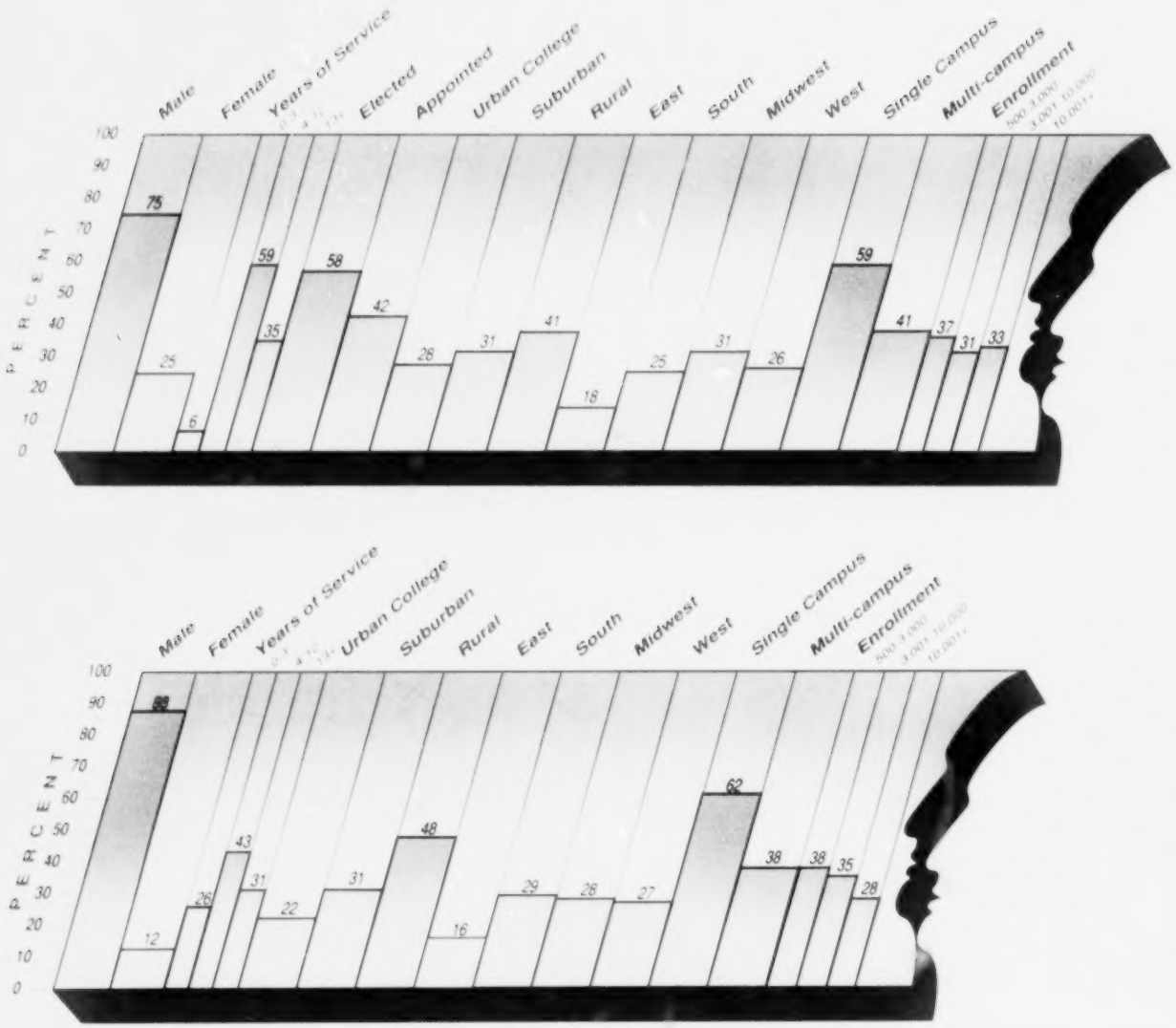
Kerr, whose 1989 book, *The Guardians*, deals with college boards, says his most recent research indicates that elected community college boards present the "most difficult" challenge in all of higher education for the college president. He cites two reasons for reaching this conclusion:

First, elected boards tend to be small in number. One or two trustees can have a great deal of influence on the CEO's goals and, sometimes, career. The second reason, says Kerr, is that elected trustees sometime "feel more powerful than the president because they believe, as elected officials, they speak for the people."

Appointed boards, on the other hand, are often more "stable and balanced," Kerr believes, since the governor or

Demographics of Respondents

Three hundred trustees and 300 CEOs from 600 different community college districts were randomly selected from ACCT's membership list and mailed the survey on governance and leadership. Responses were returned from 49% of the 650 community college districts in the United States—143 trustees and 176 CEOs. Below is demographic information about the respondents.



appointing body can select trustees they believe will work well within the context of a higher education governing board.

If effective leadership is, as John Gardner has written, exercised by individuals working as a team, the survey shows that the board/CEO "teams" facing the most difficult challenge are the boards and CEOs governing the nation's multi-campus districts.

While the ACCT survey showed single-campus CEOs and boards in general agreement on most questions of responsibility, the survey indicated significant differences of opinion at multi-campus districts.

For example, 60 percent of multi-campus trustees believe setting budget priorities is either the responsibility of the board with CEO involvement or an equally shared responsibility. Multi-campus CEOs disagree, 71 percent believing it is their responsibility exclusively or with board involvement. The same differences of opinion were expressed by multi-campus trustees and CEOs on conducting community relations, establishing board/college policies, architect selection, and planning board meeting agendas.

Larry Tyree, chancellor of the multi-college Dallas County Community College District, commented, "I think it's amazing that at a large urban multi-college district such as ours the board and chancellor can be in tune on mission and approach as often as we are. The sheer size and complexity of a multi-college situation, with the variety of community agendas, some at cross purposes, makes governance a very fluid situation."

Tyree believes it is "incumbent upon the CEO early-on in his or her tenure to reach agreement with the board on where responsibility lies. My strong feeling is that the greater the board is involved, the greater buy-in the board has to the college and its goals."

Probably the most telling calculation from the dozens of facts and figures taken from ACCT's survey is the overwhelming percentage of trustees and CEOs who believe their board/CEO team generally takes responsibility for governance and leadership activities to a degree and extent they believe appropriate.

Seventy-one percent of all CEOs and 75 percent of trustees indicated that, in practice, their board and CEO generally deal with the activities as they individually preferred.

Since differences on some of the 15 surveyed activities are certain to arise among board members and their CEO at every community college in the country, the happy conclusion to be reached is that boards and their college presidents are generally working well together despite the inherent difference in points of view on governance and leadership issues.

As a veteran trustee from a community college in the East commented, "Our board follows our CEO's leadership but feels it has had lots of input. As a result, we work well as a team to promote the best interests of the college and its students."

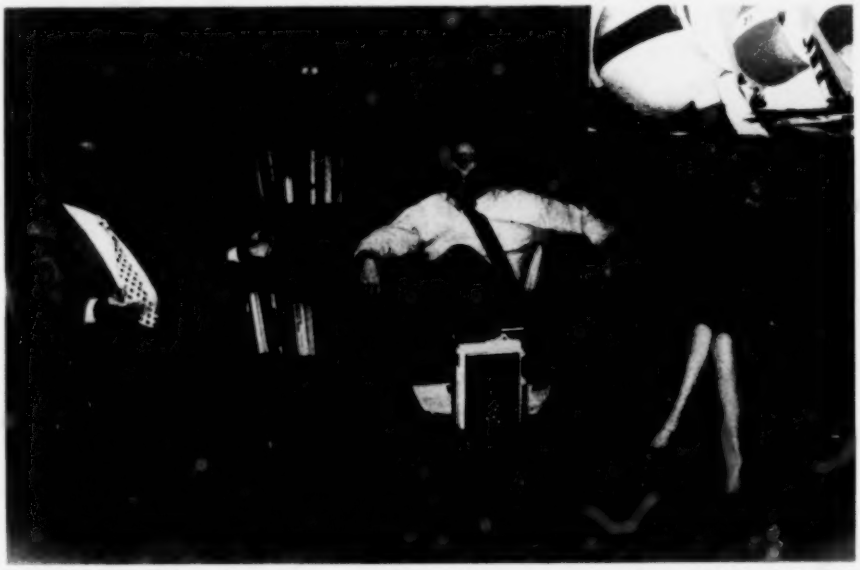
A Look at One Board/CEO Team

As an urban community college in Southern California, Rancho Santiago College faces a variety of educational challenges. And, if ACCT's national survey results and Clark Kerr's research are on target, Rancho Santiago's board and CEO also face the challenge of effectively delegating responsibility for governance and leadership activities.

According to the national survey, trustees and CEOs from multi-campus districts such as Rancho Santiago, tend to have differences of opinion on the question of who's responsible and to what degree for certain activities. And according to Kerr, publicly elected community college boards in California and elsewhere are the "most difficult" for college presidents in all of American higher education.

Despite these challenges, Rancho Santiago College has long been one of the state's most stable community college districts.

"We've always had a cohesive board," says chair Vernon Evans. "And the way our chancellor, Bob Jensen, works with



Rancho Santiago College Board Chair Vernon Evans, left, discusses college issues with Chancellor Robert Jensen and Board Vice-Chair Shirley Ralston.

us, by seeking our input, by being flexible, by having answers to questions and solutions to problems, allows us to work together toward consensus."

On the ACCT Survey, Rancho Santiago trustees and Chancellor Jensen scored similarly to the national results. Generally, the Rancho Santiago board and CEO agreed on who should be responsible for most activities but disagreed on a few key issues. For example, while the chancellor believes conducting community relations is his responsibility with board involvement, a majority of the board believe it is an equal responsibility. The Rancho Santiago board also wants more involvement ion selection of architects, as do trustees across the country.

Trustee John Dowden explains that selecting architects is "partly a political decision" and, therefore, a board responsibility. "The chancellor's role is to provide information on what they've done and their capabilities. Since architects have standard fees and since we only consider reputable firms, it comes down to who you feel most comfortable with. And that's where other factors can come into play."

On the topic of board involvement in the hiring of administrators, Dowden and trustee Mike Ortell agree that boards should be active in the selection of vice-presidents. Says Ortell, "Presidents frequently move on. We need to be sure when we hire new vice-presidents that they're people we can work with over the long haul."

The newest member of the board, Brian Conley, would like the board to be more involved in decision-making and would like to see more faculty involvement. "As professional educators, faculty bring a cohesive philosophy about education to the table. I'm a strong believer that they should play an active role in the internal operation of the institution."

Conley and trustee Shirley Ralston both indicated on the survey they believe the chancellor takes more responsibility than they would prefer on a couple of key activities. Ralston, who describes the job Jensen does as "super," believes, however, "Trustees could help the district more, particularly in dealing with community politics and media relations. Trustees have a lot of credibility in the community that sometimes isn't fully utilized."

Trustees indicate a greater desire to be involved than CEOs believe appropriate on four key issues, including setting budget priorities and hiring administrators.

Chancellor Jensen says it is imperative in today's world that CEOs understand that in determining questions of responsibility, not all issues are black and white. "There are plenty of gray areas in which both the board and the president have a legitimate interest and responsibility. When CEOs get their egos involved in defending these gray areas from board involvement they invariably get in trouble."

Trustees Carol Enos and Rudy Montejano credit the board itself for settling its differences over questions of governance and political philosophy.

According to Montejano, two decisions made years ago by the board have fostered the tradition of stability and cooperation at Rancho Santiago. First, the decision that Rancho Santiago would be a single college, multi-campus district has meant, "We've all been willing to fight for the needs of all the campuses because we've looked at them from the point of view of one college serving the entire district." Second, the board has annually rotated the chair among all seven trustees.

Says Montejano, "It teaches you to support the chair so when it's your turn, you'll be treated well. It also works the other way. Chairs know there is a limit to their tenure and authority."

Enos agrees and cites another reason for the board's history of cooperation. Differences in political philosophies have been minimized over the years, she says, because "conservatives learned if you want to serve people you have to spend money and liberals learned that if you want to operate effectively over the long run you must be responsible fiscally." ■

—Ray Giles
Executive Assistant to the President
Rancho Santiago College
Santa Ana, California

National Survey Responses

Respondents were asked to check the box they felt best represented their opinion of who should be responsible and to what degree for various activities, regardless of legal requirements in their state or customs/practices in their institution. They were asked to check only one box for each activity.

ACTIVITY

RESPONSES		Planning Educational Programs	Conducting Community Relations	Setting Overall Budget Priorities	Facility Planning on Campus	Lobbying on Local Govt. Issues	Lobbying on State Issues	Hiring Deans, Vice-Presidents	Faculty Hiring	Reviewing Educational Programs	Recommending Faculty Salaries	Establishing College/Board Policies	Planning Board Meeting Agenda	Architect Selection	Conducting Foundation Fundraising	Conducting Media Relations
Board's Responsibility	**trustees**												**29%**	**20%**		
	CEOs												**14%**	**10%**		
Board's Respons. With CEO Involvement	trustees			31%	15%	27%	24%						49%	38%	31%	22%
	CEOs			10%		10%							45%	41%	13%	
Equal Board/CEO Responsibility	**trustees**		**56%**	**25%**	**22%**	**52%**	**55%**				**20%**		**14%**	**14%**	**25%**	**35%**	**34%**
	CEOs		**42%**	**21%**	**18%**	**51%**	**48%**				**13%**		**26%**	**22%**	**25%**	**34%**	
CEO's Respons. With Board Involvement	trustees	72%	32%	36%	47%	17%	18%	21%	52%	51%	34%			20%	33%	25%	42%
	CEOs	76%	47%	61%	64%	35%	38%	26%	43%	61%	33%	14%	23%	53%	43%	47%
CEO's Responsibility	**trustees**	**20%**			**16%**			**70%**	**36%**	**17%**	**58%**					**18%**
	CEOs	**21%**			**13%**			**72%**	**53%**	**20%**	**60%**				**15%**	**42%**

In *practice*, how does your college's board and CEO *generally* deal with these issues?

As I described	CEO takes more responsibility	Board takes more responsibility
75% of trustees	20% of trustees	none
71% of CEOs	24% of CEOs	

How Do Your Opinions on Trustee and CEO Responsibilities Compare With Those of Trustees and CEOs from Across the U.S.? Complete This Survey and Find Out!

Instructions: Check the box you feel best represents *your opinion* of who should be responsible and to what degree for the various activities listed below, regardless of legal requirements in your state or customs/practices in your institution. Check only one box for each activity.

ACTIVITY	Board's Responsibility	Board's Responsibility With CEO Involvement	Equal Board/CEO Responsibility	CEO's Responsibility With Board Involvement	CEO's Responsibility
Planning Educational Programs					
Conducting Community Relations					
Setting Overall Budget Priorities					
Facility Planning on Campus					
Lobbying on Local Govt. Issues					
Lobbying on State Issues					
Faculty Hiring					
Hiring Deans, Vice-Presidents					
Reviewing Educational Programs					
Recommending Faculty Sabbatical Leaves					
Establishing College/Board Policies					
Architect Selection					
Planning Bd. Meeting Agenda					
Conducting Foundation Fundraising					
Conducting Media Relations					

In practice, how does your college's board and CEO *generally* deal with these issues?

As I described _____ CEO takes more responsibility _____ Board takes more responsibility _____

Community Colleges Provide Workplace Literacy Programs

Hinds Community College of Raymond, Mississippi, takes literacy training to the workplace with the operation of Mississippi's first mobile computer learning lab.

"This innovative use of technology to aid workplace literacy endeavors is a cooperative effort of local and state education, business, industry, and government resources," said Clyde Muse, college president.

The 28-foot lab provides on-site instruction with a mobile computerized lab staffed and operated by the college's Resource and Coordinating Unit for Economic Development (RCU).

The lab has the capability of providing not only on-site literacy instruction, but also advanced training in computer software applications.

RCU worked with the Vicksburg-Warren County area to develop the mobile lab concept into a working reality. The Warren County Board of Supervisors and the City of Vicksburg, along with local business and industry, contributed funding for 40 percent of the lab.

"Taking literacy training to the workplace is an economical means for employers to upgrade the learning levels of their employees," said Robert Mullins, director of the RCU.

"Each computer station in the lab can provide different learning levels and current records of each student's progress are readily available. The recommended session is 30 minutes per day for two or three days per week. The employee spends a minimum amount of time away from the job in a learning environment which encourages maximum results," said Mullins.

A Wisconsin task force studying adult illiteracy determined in 1988 that a half million Wisconsin residents operate at or below the level of functional illiteracy and an additional 400,000 are "at risk" due to an increased demand for higher skill levels in the workplace.

"Literacy figures in the area of Moraine Park Technical College in Fond du Lac reflect the state's statistics," said Cynthia Bentley, literacy coordinator for the college. "Twenty to 30 percent of the adults in this area do not have a high school diploma," she said.

These adults are the core of the workforce, and the business community is realizing that it must take steps now to increase basic skills training. "Unless they plan now to educate the future workforce, many businesses are going to be in a bind," said Bentley.

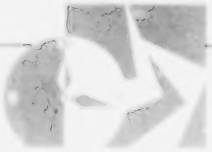
Helping businesses educate their workforce is the goal of Moraine Park's workplace literacy program. A representative of the AFL/CIO will also help the college by coordinating training with union representatives.

Once a company has pledged its support to the program, employees are used to recruit their coworkers into the training. "However it is performed, the training will be customized to meet the needs of the employers and the employees." The college hopes to have three literacy training centers open in the near future.

The services available at the centers will include training in math and reading skills relevant to an employee's current job and that job's future skill requirements; instruction in communication, career planning, and decision-

Continued on page 18

Mississippi Governor Ray Mabus (right), takes some computer instruction from Robert Mullins of Hinds Community College, as he visits the Hinds mobile computer learning lab which takes literacy training to the workplace.



Link Self-Study With Strategic Planning

It requires a tremendous amount of time and resources. It creates an incredible number of headaches and hassles. Subcommittees spend months researching and writing it. Steering committees devote long hours to rewriting it.

When it's finally finished, you vow you will use this tome of facts, figures, and philosophy for more than reaccreditation purposes. But chances are it only sits on a shelf collecting dust.

Most of us have the best of intentions about the self-study report—that exercise in self-examination and assessment that is such a major part of the reaccreditation process. But when the time comes to actually begin the study, we often adopt a "let's get this done and get them in and out of here as quickly as possible" attitude.

And that's too bad. If all you can say when your self-study report is completed is, "Thank goodness that's finished," you have missed a golden opportunity to accomplish so much more.

Long after St. Louis Community College (SLCC) received the maximum ten-year accreditation in 1988 from the North Central Association, we continue to use our self-study report. It is our tool—for planning and self-improvement and for documenting quality assurance from the groundskeepers to the chancellor's office. In short, we turned an externally mandated task to our advantage.

Everyone realizes, conceptually, the importance of using self-study results. But unless you are prepared organizationally to make the most of those results, it is almost impossible to do so to any worthwhile advantage.

When we were preparing to begin our self-study report, SLCC Chancellor Michael Crawford stressed the need to initiate a planning process to run on a parallel course with the study. True, tackling a self-study report while simultaneously launching a strategic-planning process demands incredible time and resources. But by intertwining the two, an institution has a system to use results as soon as the report produces them.

If a strategic-planning process is not in operation, issues raised by the self-study report tend to fall through the cracks, dismissed until the next planning process rolls around. By then, trouble spots highlighted in the self-study report probably will have grown worse. At the very least, they will still exist.

For example, our self-study and planning processes have helped us recognize and address such issues as strengthening developmental education and personnel evaluation; implementing a competency-based education system; improving transfer and articulation agreements, and expanding access to the college.

For too long colleges have approached the self-study report as a mandatory burden that was a monstrous waste of time. Instead, if properly approached and packaged, this key to accreditation can also help ensure a high-quality future for your institution.

As soon as problems surface via the self-study report, you should be prepared to address them. The self-study and planning processes, ideally, should begin some 18 months prior to a scheduled on-site visit. Because of the magnitude of each process, the self-study and planning committees should be separate groups. However, it is vital that the two groups communicate regularly to discuss concerns and plans.

In addition to setting the groundwork for planning, your self-study process and subsequent report should help you establish a clear record of your accountability. In these days when it's critical to be equipped to show our communities—our students, our citizens, our legislators—what they are receiving for their tuition and tax dollars, a properly packaged self-study report offers that picture.

Too many institutions fall into the trap of believing that merely because they exist, their communities are better off. But this simply is not enough.

A self-study report should detail with reason after reason why you have that positive impact. For example, to cite specifics from our 1987 SLCC

Continued on page 19

The Golden Age of Community Colleges

BY

TERRY O'BANION

There is a myth, perpetuated by those of us who worked in community colleges at that time, that the decade of the 1960s was the golden age of the community college movement. It was an exhilarating time for community colleges. A new college opened its doors almost weekly. Enrollments doubled in many of these new colleges each year. Colleges competed for the architects Caudill, Rowlett, and Scott, or Perkins and Will to design the most attractive facilities. We had plenty of students, plenty of money, plenty of faculty, and plenty of energy. Everyone was innovative. Everything seemed to work.

Of such stuff myths are made, and it is easy to remember the 1960s as the Golden Age of Community Colleges. But not so. The Golden Age of Community Colleges is just beginning. In our over 383 years of history, community colleges have never been so important, so innovative, so essential, so *golden* as they are now—at the end of one decade and at the beginning of a new decade that will lead us into a new century.

As community colleges gear up for the 1990s, this will be the time remembered in the future as the Golden Age of Community Colleges. For in the decade of the 1980s, we not only survived, we prevailed and prepared the way for the golden age of the 1990s.

We survived Proposition 13 in California and all of its clones. We survived the increasing competition for students from the universities and the proprietary institutions. We survived the unionization of our faculties and our staffs. We survived the increasing role of the states and the decreasing support of the federal government. We survived numerous attempts to scale back our missions. We survived the over 30 national reports and the over 250 state reports lamenting the decline of education in America.

We not only survived in the 1980s, but Oh! how we did prevail.
During this last decade:

- We became senior partners in the national higher education community. Our people served as presidents and on the boards of most of the national higher education organizations—American Council on Education, American Association for Higher Education, American College Personnel Association, National Science Foundation, WICHE, National Endowment for the Humanities, FIPSE, The College Board, Business Higher Education Forum, American College Testing Program, and dozens of others. Never again will community colleges be excluded from the centers of power in planning and executing the national agenda for higher education.
- We learned to adapt computers and other advanced technologies for improved teaching, learning, and institutional management in ways that created envy in some of our colleagues in four-year colleges and universities. Our innovative faculty and staff adapted existing programs and created new programs in concert with IBM, Apple, Digital, AT&T, Honeywell, Bull, and dozens of other technological giants. Never again will community colleges be left out of the network to experiment with and apply the latest technology to improve education.
- We formed new alliances with international corporations, regional industries, state universities, and local governments. Our people led the way in seeking out these partners to create new opportunities for students, revitalize communities, and address national and local social issues. Never again will community colleges be excluded as key partners in the continuing rejuvenation of the republic.
- We reached far beyond the confines of our geographical districts to Moscow, Bejing, Singapore, London, Rome, Tokyo, and hundreds of other cities around the world. Our people became world citizens spreading their ideas as new-age missionaries to help developing countries and industrial countries adapt the cre-

Terry O'Banion is the executive director of the League for Innovation in the Community College.

ative programs of this American social invention. Never again will community colleges be seen as parochial institutions interested only in the problems of their geographical districts.

- We responded to the national call for economic renewal and increased productivity. Our people worked with senators, governors, and CEOs of Fortune 500 companies to pass legislation, to form partnerships, and to design programs to keep America working and to keep America competitive. Never again will community colleges be excluded from the White House, the state houses, and the boardrooms of the captains of industry.
- We recruited minorities and women in unprecedented numbers as students and staff. Our people allocated special resources, mentored promising leaders, and established affirmative action guidelines to ensure a diversity of students and staff reflective of the population at large. Although the final goal of equity is yet to be achieved, never again will community colleges be insensitive to the rich diversity of the populations they serve.

These phenomena and others in the 1980s certainly suggest the emergence of a Golden Age for the Community College. That does not mean, of course, that the decade was problem free. There were horrific problems in the 1980s, some of which could torpedo the community college of the future if allowed to persist: the vocationalization of the curriculum, the over-dependence on part-time faculty, the lack of resources, the control of boards of trustees by faculty or single-issue politicians, and increasing state control, to name only a few of the thornier issues.

But compared to the mythological golden age of the 1960s and any other decade in its history, the Golden Age of the Community College is just beginning—at the end of the 1980s for all the accomplishments of the decade, and at the beginning of the 1990s, for all the opportunities to come.

If we are very lucky in the coming decade, some guest commentator will write a polemic for the *Trustee Quarterly* in the year 2000 on a plane ride from Chicago to Orange County, as I have done, touting the end of the 1990s and the beginning of the 2000s as the *true* golden age of the community college, and, if I am lucky, I just might be that guest commentator. ■

"Commentary" is a regular feature of the Trustee Quarterly *in which noted observers of the community colleges share their special perspective on issues of importance to lay education board members.*

ACADEMIC POLICY

Continued from page 15

making skills; and identification of the basic skills used in the workplace. The learning at the sites is geared specifically to the work performed by the person.

"We've found that adults learn better if they can apply what they are doing," said Bentley. "If we don't use our basic skills, we forget them."

In the workplace literacy program, Moraine Park plans the physical set up and provides an instructor. The company pays 25 percent of the instructional cost and the entire physical cost. The state covers 75 percent of the instructional cost.

Waubonsee Community College in Sugar Grove, Illinois, in conjunction with Plano Molding Company, has been awarded a $68,559 Workplace Literacy Partnership Grant from the U.S. Department of Education.

The grant will enable Plano Molding to improve on-the-job performance through classroom and related instruction in such areas as quality control, computer literacy, and problem solving.

Plano Molding President Peter H. Henning explained, "Plano Molding is an employee stock ownership company—our employees are also our shareholders. We believe that dedicated people are the key to business success; we have chosen to educate our employees with the skills they will need to utilize new manufacturing technology and to fulfill the company's demand for increased productivity and improved quality."

Waubonsee's Business and Industry Institute and Adult Basic Education Department will assist in curriculum development and delivery of instruction as necessary.

The Governor's Initiative for Work Force Excellence was initiated in 1988 by South Carolina Governor Carroll Campbell to battle the state's number one enemy to economic development—illiteracy in the workplace.

At Tri-County Technical College in Pendleton, South Carolina, Jack Wilson, workforce specialist, works to expand the number of workplace training programs to increase private sector support and involvement through business roundtables which ensure that programs offer services tailored to business needs.

"A majority of the production workers in this area are functioning below the ninth grade level," said Wilson. "Based on the size of the workforce in the area, I have concluded that over 91,000 workers need remediation in the basic skills."

"We have a challenge in South Carolina and in the tri-county community and that challenge is to build a world-class workforce, one that can compete in today's global economy, one that can keep our businesses and industries competitive," said Don Garrison, president of Tri-County.

"The Governor's Initiative marshals all of the forces in South Carolina into one brigade to fight the battle. By raising the skills levels of the workforce, we are raising the quality of life for all of us in South Carolina," said Garrison. ■

Continued from page 16

Self-Study Report: our 1987 total enrollment was the highest since 1984; approximately 59 percent of our students who enrolled for the fall semester returned for the spring semester, and an additional 30 percent who did not return achieved their educational goals; and some 92 percent of our graduates were either working or continuing their education after graduation.

Coupled with a positive reaccreditation review, your self-study report becomes a powerful document of quality assurance. It says that an objective, national organization is confident that you are accomplishing your mission and that they believe you will continue to do so for years to come.

When questions come up concerning tuition or taxes or whatever the issue of the day might be regarding higher education, your self-study report offers answers. Instead of being tucked away with your accreditation files, it provides readily available facts and figures that can serve as a tool for marketing and community relations.

Clarify the Mission

While you are breathing new life into your self-study report, reassess your mission statement. Is it easy to understand? Does it clarify—for you and your clientele—the philosophy and goals of your institution? If it's like most mission statements, probably not. Most sound too grandiose and theoretical.

At SLCC, we reworked our mission statement, taking it from the abstract to the specific. We created a somewhat detailed, nine-point statement to direct us and serve as the basis of all of our decisions. We continually refer to our mission statement—during times of evaluation, for planning, and when addressing our community.

As a multi-campus institution, we built additional strength into our self-study report through our evaluation approach. Instead of merely assessing the strengths and weaknesses of each of our individual campuses, we also evaluated the relationships of each campus to the others.

This approach did more than provide a stronger assessment for reaccreditation purposes. We gleaned a unique, analytical picture of our three campuses and how they work together, and that picture has proved invaluable.

Finally, it should be obvious that you must build your self-study committee with people who possess a complete view of your institution. You must trust them to get the job done. But it is also critical to tap people who understand the true purpose of self-study as it relates to planning.

Evaluation doesn't mean elimination. Too many faculty and staff members eye the self-study process with suspicion or, at worst, hostility. They think the report carries a punitive connotation—that someone is checking a list to determine who's going to lose funds. But when it is approached with thought and preparation, a carefully executed self-study report will help, not hurt, you.

For too long colleges have approached the self-study report as a mandatory burden that was a monstrous waste of time. Instead, if properly approached and packaged, this key to accreditation can also help ensure a high-quality future for your institution. ■

—John Cosgrove
Director of Institutional Research
and Planning
St. Louis Community College
Missouri

This article previously appeared in AGB Reports, *July/August 1989, Association of Governing Boards of Universities and Colleges.*

CALENDAR

Trustee Education Opportunities

April—June, 1990

April

1–4
American Association for Higher Education
Annual Meeting, San Francisco, CA

2
Pennsylvania Federation of Community
College Trustees, Harrisburg, PA

5–7
ACCT Pacific Region Seminar
San Diego, CA

22–25
AACJC Annual Meeting, Seattle, WA

May

10–12
Trustees Association for Community Colleges
of Washington State, Wenatchee, WA

17–19
ACCT Southern Region Seminar
(in conjuction with)
North Carolina Association of
Community College Trustees
Winston-Salem, NC

18–20
California Community College Trustees
Newport Beach, CA

31–June 2
ACCT Northeast Region Seminar
Boston, MA

June

7–9
ACCT Western Region Seminar
Santa Fe, NM

7–9
Illinois Community College Trustees
Association, Springfield, IL

28–30
ACCT Central Region Seminar
(in conjuction with)
Wisconsin VTAE District Boards
Association, Milwaukee, WI

LEADERSHIP 2000

July 8-11, 1990 • San Francisco Hilton • San Francisco, California

The Second Annual International Conference on
Leadership Development in Community Colleges
conducted by the League for Innovation in the Community College
and The University of Texas at Austin
with support from the W. K. Kellogg Foundation

Hosted by: Foothill-De Anza Community College District and the San Francisco Community College District

"LEADERSHIP 2000" is an annual international conference designed to support the professional development of community college leadership teams, including trustees, chief executive officers, faculty and staff leaders, and key administrators. The purpose of the conference is to promote effective leadership in community colleges and to encourage the expansion and diversification of their leadership teams. Both leadership teams and individuals are encouraged to attend.

A unique feature of the conference will be "Celebrating Diversity: Women's Contributions to Leadership," a special celebration designed in collaboration with the American Association of Women in Community and Junior Colleges, to honor the accomplishments of the National Institute for Leadership Development.

FORUMS

Over 60 forums will be presented by leaders in community colleges on topics related to leadership development, governance, political and financial strategies, team building and collegiality, diversity and access, board/CEO effectiveness, and the quest for quality and institutional effectiveness.

KEYNOTE SPEAKERS

Paul A. Elsner,
Chancellor, Maricopa Community Colleges, Arizona

Ruth G. Shaw,
President, Lenoir-Rhyne College, North Carolina

Donald M. Stewart,
President, The College Board, New York

Thomas Gonzales,
Chancellor, Seattle Community Colleges, Washington

Maggie Kuhn
Founder, The Gray Panthers

Charles E. Pascal,
Chair, Ontario Council of Regents for Colleges of Applied Arts and Technology, Canada

SELECTED SYMPOSIA

- **"The Changing Face of Leadership"**
- **"Increasing Staff Diversity"**
- **"Assessment and Minority Access"**
- **"Enhancing Leadership: New Players on Leadership Teams"**
- **"Trustees and The Leadership Team: Owner, Coach, or Member?"**
- **"Claiming the Whole in Search of Integrity"**
- **"Leadership and Global Responsibility"**
- **"Teaching as Leading: Profiles of Excellence in Open-Door Colleges"**
- **"Institutional Effectiveness and Student Success: Leadership for the 21st Century"**

REGISTRATION FEES

$295, received before May 1, 1990
$350, received after May 1, 1990
$375, on-site registration

FOR INFORMATION, CONTACT

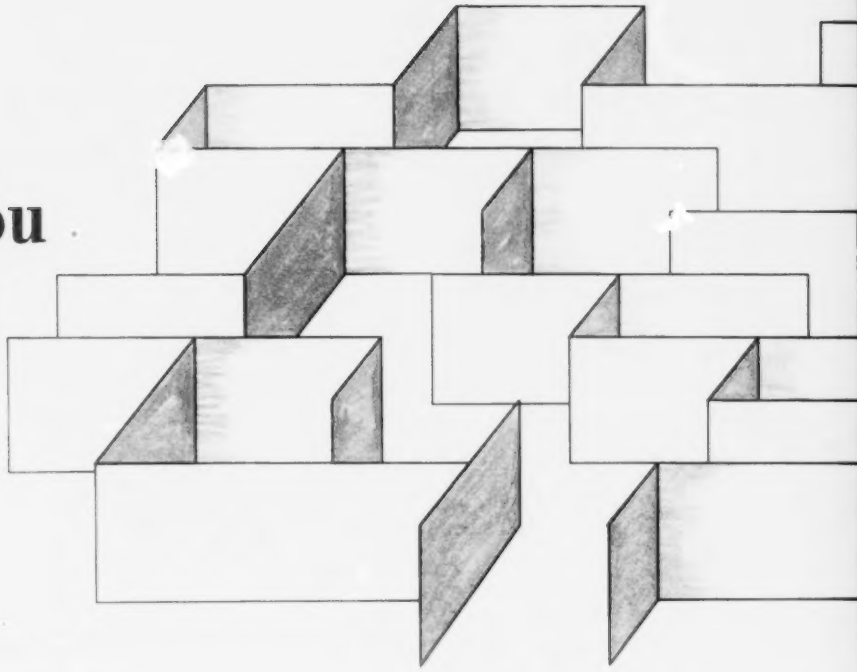
Terry O'Banion, Executive Director,
League for Innovation in the Community College
25431 Cabot Road, Suite 204
Laguna Hills, California 92653
(714) 855-0710

DISTINGUISHED PATRON:
Great American Reserve Insurance Company
2020 Live Oak, Dallas, Texas
R. A. "Swede" Hanson

PATRON:
IBM Corporation

COSPONSORED BY THE ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES, and seventeen other national organizations

Let ACCT Help Guide You to a New CEO



ACCT has 10 years of experience in helping more than 100 community, technical and junior college boards find the right leadership. Our Chief Executive Officer Search Advisory Service can help you conduct a timely, efficient search for the leadership your educational institution needs, freeing you to make the best use of your resources.

ACCT's Chief Executive Officer Search Advisory Service offers you:

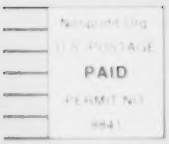
A tailor-made program to fulfill your executive search needs
An open, objective search based on understanding of your institution and its leadership needs
An ability to attract a broad base of highly qualified candidates, including minorities
Advice for your board on the executive search process– from detailing a job description to negotiating an agreement with the candidate of your choice and smoothing the path of communication between the board, campus and community constituents, and the new CEO.

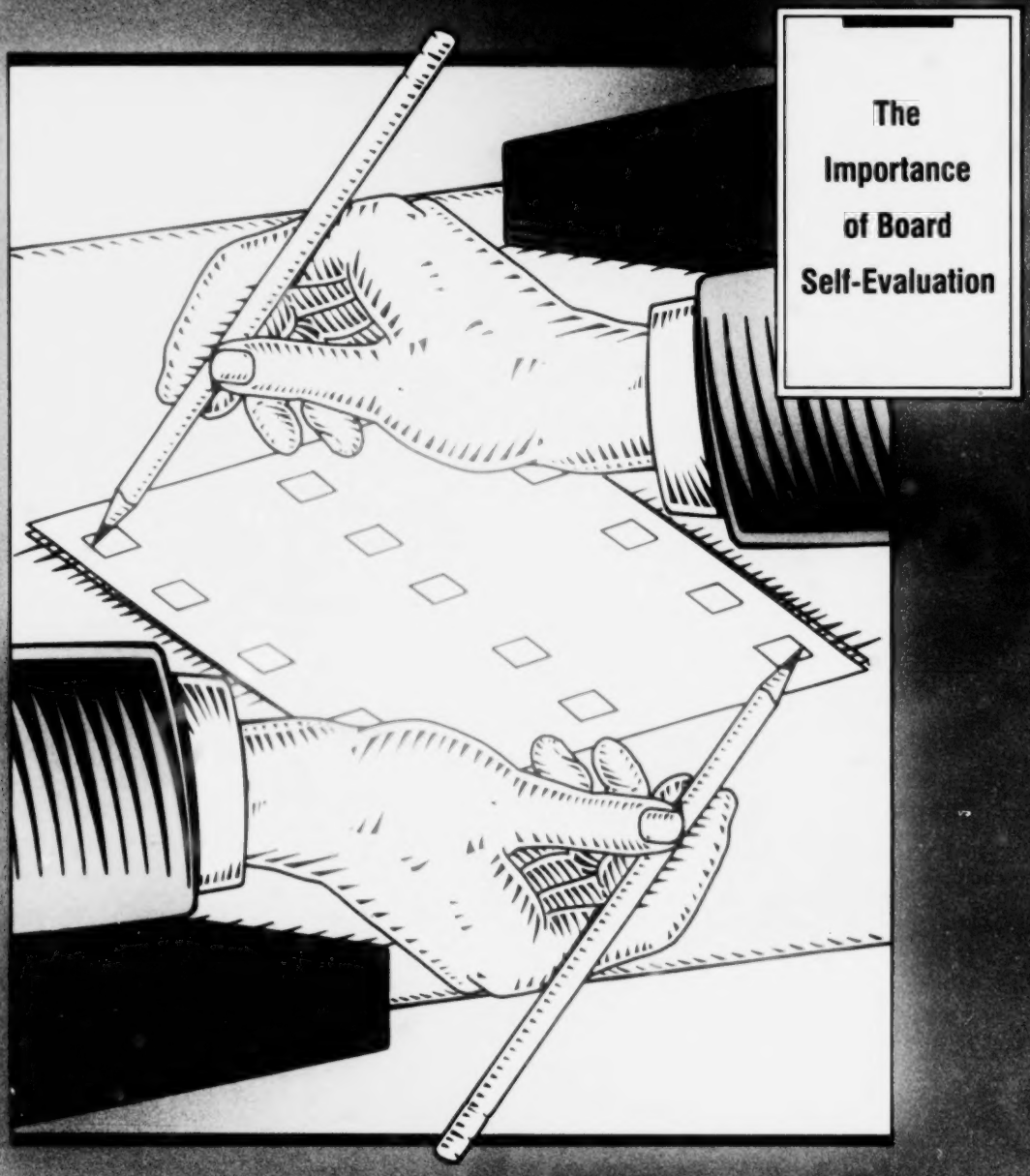
"ACCT has earned our respect and grateful appreciation. From beginning to successful conclusion, ACCT provided the structure, assistance, and expertise which ensured a thorough and professional search."

"ACCT's ability to attract qualified candidates, its reputation for professionalism, and its positioning within the community college system, place it in a firm position to provide assistance."

Call ACCT at (202)347-1740 to see how we can assist your search for a new chief executive.

Association of Community College Trustees
1740 N Street, NW
Washington, DC 20036

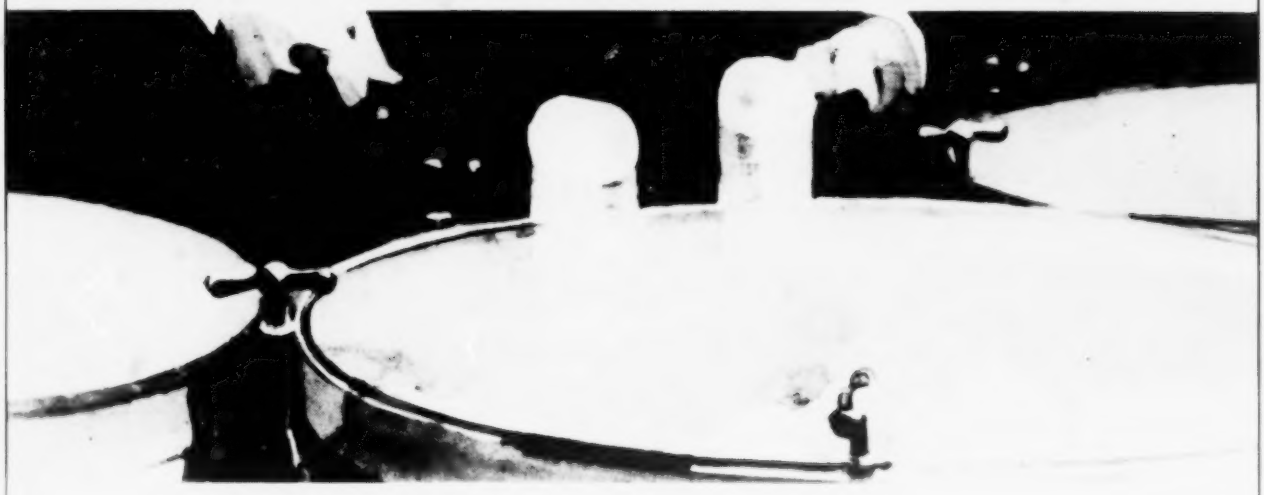




The Importance of Board Self-Evaluation

ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES

ANNOUNCING... THE ACCT SAFETY GROUP DIVIDEND: 11.2%



YOU MAY BE LOSING MONEY IF YOU'RE NOT AN ACCT SAFETY GROUP MEMBER.

The **Association of Community College Trustees** is proud to announce that a **11.2%** cash dividend will be paid to all ACCT Safety Group members for the 1987-88 program year.

Participation in the ACCT Safety Group has enabled members to enjoy a reduction in cost for their **property/liability** insurance.

Although dividends cannot be guaranteed in advance, participating members know that cash back in their pockets is a very real benefit of this ACCT program.

If you haven't already joined the ACCT Safety Group, find out how you can improve your insurance coverage and also save money with

- **Broad, Customized Protection**
- **Cash Dividend Opportunities**
- **Safety and Loss Control Plans**
- **Fast, Local Service**

Why not receive the same kind of savings opportunities fellow ACCT members are accustomed to and benefit from group participation?

Call TOLL-FREE for more information with no obligation: **800-523-2710** (in Pennsylvania, call 800-643-2020).

MarketDyne International
Pacific Employers Insurance Company
CIGNA companies

CIGNA

Board of Directors 1989-90

President
Allen W. Hallmond
Western Piedmont Community College, NC

First Vice-President
Nancy R. Rousseo
Yosemite Community College District, CA

Second Vice-President
Beatrice Doser
Montcalm Community College, MI

Secretary-Treasurer
Michael J. Fresno
Burlington County College, NJ

Immediate Past-President
Daniel R. Grady
San Diego Community College District, CA

Michelle M. Balcomb
Colorado Mountain College, CO

Betty A. Barr
Metropolitan Community College, NE

Lois W. Bliss
St. Louis Community College, MO

Ruth McCalla Edwards
Cincinnati Technical College, OH

Norma Jean Germond
Pacific Region Chair
Portland Community College, OR

Maureen Grady
Clark State Community College, OH

Jacqueline L. Hedland
Rockland Community College, NY

Troy Holladay
Northeast Mississippi Community College, MS

Nancy M. Hubers
Northeast Region Chair
Baltimore County Community Colleges, MD

Jerry Lacey
Central Region Chair
John A. Logan College, IL

David Mathes
Mohawk Valley Community College, NY

Nancy Murrin
Butler County Community College, PA

M.C. "Nick" Nicolau
Yavapai College, AZ

Albert "Al" Romero
Santa Fe Community College, NM

William O. "Bill" Rowell
Midlands Technical College, SC

Vaughn A. Sherman
Edmonds Community College, WA

C. Louis Shields
Southern Region Chair
Coastal Carolina Community College, NC

Catherine A. Wyatt
Northern Alberta Institute of Technology, Alberta

M.B. "Bill" Wyckoff
Labette Community College, KS

L.B. "Brad" York
Western Region Chair
North Harris County College District, TX

T. Kenneth Young
Kalamazoo Valley Community College, MI

The TRUSTEE QUARTERLY (ISSN 0271-9746) is published four times per year as a membership service of the Association of Community College Trustees (ACCT). ACCT is a non-profit educational organization of governing boards of public and private community and technical colleges. Membership also is open to state coordinating, advisory, and foundation boards, and state associations. The purpose of ACCT is to strengthen lay citizen governance of community colleges. Through its services, ACCT seeks to help trustees provide visionary, responsive, sensitive, and accountable education policy leadership. Important functions of the association are trustee development, advocacy of the governing board perspective at the federal level, local board assistance, promotion of the role of community colleges, and education leadership.

Opinions expressed are those of the authors and not necessarily those of ACCT.

Non-members may subscribe to the TRUSTEE QUARTERLY for $30.00 a year. Third class postage paid at Washington, DC.

Director of Publications: Sally Hutchins
Executive Director: David Viar

Association of Community College Trustees
1740 N Street, NW
Washington, DC 20036
(202) 347-1740

SUMMER 1990

TRUSTEE QUARTERLY

FEATURES

2

The Importance of Board Self-Evaluation

Growing interest in board self-evaluation is a reflection of the move toward greater professionalism in trusteeship.

7

An 18-Month Struggle Earns a Hispanic College in Texas $1 Million for Scholarships—and a Challenge Grant, Too

Texas Southmost College celebrates victory against overwhelming odds in a special scholarship endowment campaign.

DEPARTMENTS

11

Financial and Business Policies

Statewide Revenue and Expenditures Compared for Two-Year Public Colleges

12

Education Trends and Issues

Leading the Fight Against Drugs: The Brevard Community College Story

14

Employee Relations

Austin Community College Initiates Classified Employees Educational Stipend

17

Commentary

20

Calendar

The Importance of Board Self-Evaluation

"How'm I doin'?" In the waning days of his administration, and fighting for his political life, New York City's feisty former mayor Ed Koch taunted reporters with that rhetorical challenge. A few months later, voters delivered their judgment and soundly turned him out of office.

How am I doing? The question is reverberating with greater concern today through all arenas of American life—whether in Congress, classroom, or corporate boardroom—as the public demands more accountability from those who hold the nation's valued institutions in trust.

College trustees, too, face a tougher task than ever before to prove to various constituencies the wisdom of their stewardship. The complexity of issues their schools are confronted with—unstable public dollars, fluctuating enrollments, greater oversight by state governments and accrediting commissions, and increasingly diverse demands for programs and services—dictates more hands-on management, making the "rubber stamp" model of leadership obsolete.

To better gauge their own performance, trustees at a growing number of community colleges are adopting various methods of self-evaluation as a tool of routine governance.

The approach may be formal or informal; self-directed or guided by an outside adviser—usually a present or former trustee with proven leadership skills. Many college boards have found retreats an effective catalyst for self-review.

"Board self-evaluation is clearly a recent phenomenon," says George Potter, a trustee of Jackson (Michigan) Community College for 27 years and a frequent consultant to other college boards around the country. "As a practical matter," he adds, "it is still not done a great deal—those who actually go through a formal process" of self-assessment.

Any evaluation is basically a systematic performance review. A retreat, for example, "may or may not be an evaluation process," Potter notes. "Some boards use it to get to know each other better or to do planning. That's valuable, too, but it is not self-evaluation."

While there is no standard model, some community college presidents say a program of focused self-study has revitalized their boards and given their institutions a new lease on life.

At Butler County Community College in Pennsylvania, the effort has led to more forward-looking leadership for the school, according to president William N. Price. "I think board members would say the result is that they are more productive, more comfortable with open discussion and healthy debate, and able to really focus on the direction of the institution," he says.

When he took over as president a year ago, Price says, the

15-member board "was not used to seeing things in the long term—their concern was focused on the day to day." At a board retreat, ACCT facilitator Jim Tatum encouraged the trustees to reassess the educational mission and establish goals for the 45-year-old rural college, which is in a part of the county that is growing rapidly. Subsequently, the board began shifting more of its attention to strategic planning. One outcome was the school's first five-year comprehensive plan.

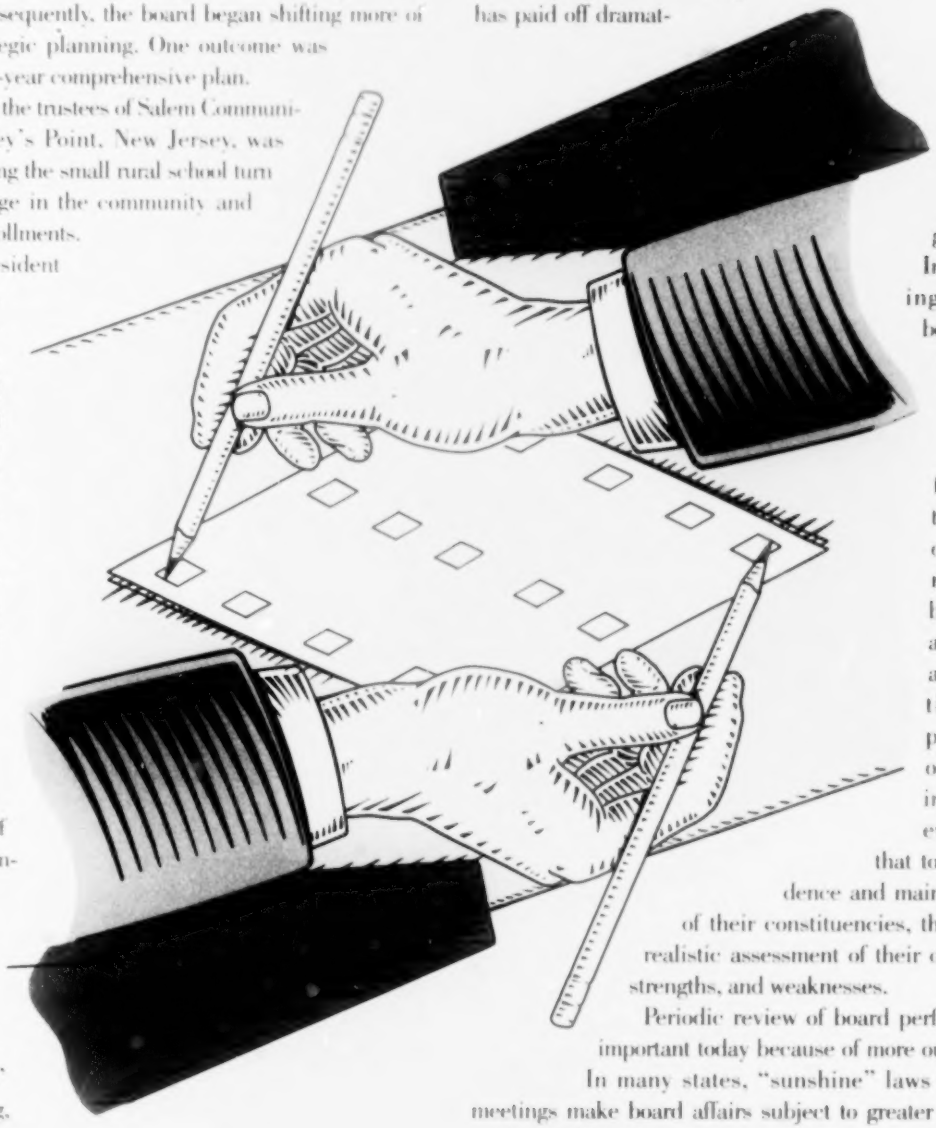
Self-evaluation by the trustees of Salem Community College in Carney's Point, New Jersey, was instrumental in helping the small rural school turn around its poor image in the community and reverse declining enrollments.

Phillip Barry, president of Salem since 1987, says the college suffered from an outdated mission, a general lack of direction, and a failure to build "good partnerships" with local businesses, school districts, and the county commissioners, who are responsible for a third of Salem's operating budget.

Efforts to improve the situation began with the 12-member board of trustees. "Board members were used to operating by committee," Barry says. "There were multiple power bases, and achieving consensus was difficult." At a two-day meeting, the trustees—also guided by an ACCT facilitator—focused on their style of management and agreed on the need to strengthen their effectiveness as a group. As a result, "they were willing to try management of the board as a whole instead of as separate committees," Barry says, adding that board meetings have been redesigned to make the trustees more "pro-active."

A formal orientation process was developed, along with a trustee handbook, and college staff hold special sessions to brief board members on the school's programs and operations.

To ensure local support, the board now holds an annual dinner with the county commissioners where they review the school's accomplishments and outline plans for the forthcoming year. The alliance-building has paid off dramatically in the last year, with funding allocated for a $2 million theater and gymnasium.



In general, growing interest in board self-evaluation is a reflection of the move toward greater professionalism in trusteeship. Traditionally, board members have been educated about their roles and responsibilities through a process akin to on-the-job-training. Today, however, they realize that to earn the confidence and maintain the respect of their constituencies, they must have a realistic assessment of their own capabilities, strengths, and weaknesses.

Periodic review of board performance also is important today because of more outside pressures. In many states, "sunshine" laws requiring open meetings make board affairs subject to greater public scrutiny. And a proliferation of academic lawsuits in recent years is a chilling reminder that internal decisions are more vulnerable to interference by the courts.

Potter sees board self-evaluation as an outgrowth of more rigorous assessment at all levels of education today. He notes that in the 1960s, for example, evaluation of college presidents "generally was not done." Then in the 1970s, many colleges began a formal process of regular presidential review, and since the 1980s, it has became "almost unheard of not to do it."

"If you're emphasizing the evaluation of the president, the faculty, and the administration," Potter says, "the process logically leads to self-evaluation by the board."

Ultimately, any board's effectiveness depends on the unique combination of its individual members, with their varying interests, experience, and degree of commitment. Yet despite these variables, there are proven techniques of self-evaluation that can help any board of trustees refine and improve its performance.

John W. Nason, in *The Nature of Trusteeship*, observes: "The board is an organism, and the quality of its performance depends on a variety of organizational factors quite distinct from the individual abilities of the members who compose it." It follows that strengthening these factors—such as leadership, quality of the meeting agenda, efficiency, clarity of mission, vision, and interaction among board members, the president and the staff—should improve the board's effectiveness.

How am I doing? Realistically, any board self-review entails some degree of personal examination by each trustee—whether through informal self-scrutiny or the use of techniques focusing on areas such as potential conflicts of interest and other ethical issues; awareness of trustee responsibilities; and adequate knowledge of the college's policies, programs, and procedures.

In the end, however, the board's performance as a group matters most, because trustees exercise their legal responsibility only when they are convened as a corporate body.

When the trustees of South Puget Sound Community College in Olympia, Washington, recently embarked on a program of self-evaluation, they decided to confine their review to performance of the board as a whole, not of individual members. "We feel that individually, board members have no authority," says president Kenneth Minnaert. "The most important thing we're looking at in evaluation," he adds, "is how board members are working together as a group."

In *Effective Trusteeship: Guidelines for Board Members*, Richard T. Ingram suggests a program of self-study should minimally provide the following:

- A definition of the board's responsibilities.
- Clarification of what is expected of individual board members.
- Greater camaraderie and sense of renewal among board members.
- Agreement on specific needs that should be represented in the composition of board membership.
- Creative ideas to strengthen the board's organization.
- A set of agreed-upon priorities and work plans for follow-up.

Ingram, executive vice-president of the Association of Governing Boards of Colleges and Universities (AGB), points out that until recently, self-evaluation by college boards was hampered by a lack of appropriate performance standards and evaluative materials to facilitate the process.

As the literature on trusteeship and institutional governance has expanded in the past decade, however, colleges now have access to tools and criteria that can be adapted to most organizational settings.

AGB, for example, has developed criteria-based self-study materials that trustees of its 1,100 member institutions can use—alone or in conjunction with AGB's Board-Mentor Program—to assess their performance.

In their many years of experience in facilitating board retreats, George Potter, Jim Tatum, and other ACCT advisers have developed and refined self-evaluation questionnaires appropriate for community colleges. These are completed by board members before a scheduled retreat; the facilitator then plans a workshop agenda in consultation with the board chair and the president, based on issues of major concern revealed in the survey.

A number of colleges have designed their own self-evaluation materials through the years—occasionally with the help of an expert in educational assessment, more often through trial and error. As can be expected, the quality and benefit of these varies widely.

In Florida, where the state mandates an annual formal review of the board and the president, the trustees of Indian River Community College in Fort Pierce concluded during a recent retreat

that their standard evaluation of the president—based on locally developed tools—wasn't as beneficial as it could be.

"The feeling was that some of the items were too specific and failed to address the overall effectiveness of the institution and the president in terms of larger issues such as development and financial resource management," says president Edwin Massey. The review process is being revised this year.

How am I doing? To a certain extent, some degree of self-evaluation occurs every time a board of trustees meets. Board members inevitably ask themselves how well their actions advance the goals and interests of the institution.

The board chair may set aside time in a meeting for trustees to casually review their performance, or a special session may be called for that purpose, with someone from the board or the administration acting as group discussion leader. An advantage of this informal approach is that it usually requires minimum time, expense, and advance preparation.

When self-evaluation is formal, periodic, and structured, however, the results are likely to be far more constructive, in response to perceived areas of weakness in the board's functioning.

When self-evaluation is formal, periodic, and structured, the results are likely to be far more constructive, in response to perceived areas of weakness in the board's functioning.

"Evaluation is based on the idea that every individual is capable of improving one's performance," note the authors of a 1981 report on designing evaluation materials for college personnel published by West Virginia University. They conclude: "The probability that improvement will occur is increased when evaluation is carried out systematically in accordance with good planning, conscientious follow-through, and careful assessment of results."

When South Puget Sound Community College became independent of a larger community college district two years ago, school officials realized they had a unique opportunity to institutionalize practices that could lead to more effective governance. "Being a relatively new board, members had much to learn about the college" and trusteeship in general, Minnaert says.

The board began its tenure by holding a full-day retreat on trustees' duties and responsibilities, later followed by a board self-evaluation and a review of the president—practices the board plans to continue each year. One-hour "study sessions" are scheduled before each board meeting to educate the trustees on issues and procedures such as strategic planning, the faculty evaluation process, and review of instructional programs.

One of the most helpful things the board did, Minnaert says, was to develop a policy manual. In its first year of operation, the newly independent college adopted on an emergency basis all the policies and procedures of its parent school district. Throughout the year, these were systematically reviewed, updated, modified, and compiled in the new policy manual. "It helps us in our self-evaluation because the policies are so well defined," Minnaert says. "It gives us a good set of guidelines for operations, and is helpful to refer back to."

Self-evaluation generally works best as part of a continuing program. Because policies and priorities in higher education are constantly changing, a board may find it most helpful to employ a series of methods over a period of time, employing techniques appropriate to the nature of each review.

Many college boards engaging in a program of self-evaluation favor assistance by an outside adviser. A qualified third-party observer brings objectivity to the exercise and can steer a group of trustees to focus on specific performance problems or broader institutional issues that may not surface in routine board affairs.

Where there are deep-seated tensions or other major problems that impede effective governance, a board may find it necessary to engage the professional services of an independent consultant skilled in personal interviewing and comprehensive organizational analysis.

Most of the time, however, a board is functioning reasonably well and is simply seeking to be better. In such cases, retreats or workshops conducted with the help of an experienced trustee-peer are an ideal approach.

Since ACCT began offering a retreat service in 1982, more than 110 community colleges have used the program. Some schools have found it beneficial to use the service annually or every couple of years.

When coordinating a retreat for a board of trustees, Jim Tatum and other ACCT facilitators plan a program tailored to the requests of the individual college. Nonetheless, notes Tatum, a

trustee of Crowder College in Missouri for 27 years, there are certain "generic" goals of any board retreat.

Foremost, he stresses, is the need for board members and the president to get to know each other better, "because they're going to be functioning as an entity." Second, board members should acquire a clear understanding of the distinct roles and responsibilities of the trustees and the president. Within this framework, Tatum says, the trustees and the president should concentrate on specific concerns at that institution. Finally, board members should adopt clear-cut goals, and assume the responsibility of seeing they are carried out.

"It's important," Tatum cautions, "not to confuse board goals with institutional goals." Institutional goals, he explains, come about through a process involving everyone at the institution—including the president, the administration, and the faculty. Board goals, on the other hand, "are those things that a group of trustees can do to create a better environment for all the professionals at that institution."

"As I work with boards," says George Potter, "the main problem I see is that trustees don't understand their roles. Many are too involved in day-to-day details, when that should be the responsibility of the staff."

The job of a board of trustees, Potter stresses, is to be a "leadership" body—to determine, with input from the staff, where the college should go, then leave it up to the president and the administration to move the college forward in that direction.

When trustees undertake a self-evaluation in a spirit of openness and a willingness to accept responsibility for correcting weaknesses in their performance, the outcome can be lasting—and uplifting for all involved.

William Price says that for the trustees of Butler County Community College, the benefits of self-analysis have been "immeasurable" in terms of improved morale, renewed dedication, and overall performance. "Board members are more cognizant and self-evaluative as they go along," he notes. "The key is that they're participating, and not meddling. They are constantly checking themselves and asking: Is this proper within my role as a trustee?"

"As a president," he adds, "you feel so much better about a board when there is consensus and focus, when you know they have expectations and are going to help you get there, as a team." ■

—Diana L. Pabst

Self-Evaluation Criteria

By what standards should boards of trustees be judged? There is no generally accepted "ideal model" that can be followed in assessing the performance of every board.

Any board undertaking a program of self-evaluation must select the particular criteria by which it will be judged, based explicitly on obligations set forth in legal statutes or policy manuals and implicitly on expectations of the board members themselves and their various constituencies.

Whatever the selected criteria, it is important that these be clearly stated, understood, and agreed upon by all board members prior to the review.

Categories a board may wish to consider in a self-assessment include the following. Not every area will be equally important to every college and its board.

- *Institutional mission and educational policy*
- *Institutional planning*
- *Financial resources and management*
- *Physical plant*
- *Board organization (including the board's membership, leadership, and quality of board meetings and agenda)*
- *Personal characteristics/strengths*
- *Board-president relations (including the process of presidential review)*
- *Board relations with faculty, administration, and students*
- *Board-community relations*
- *Board-government relations* ■

(Adapted from Handbook of College and University Trusteeship, *Richard T. Ingram, ed., 1980, and other sources.)*

An 18-Month Struggle Earns a Hispanic College in Texas $1 Million for Scholarships—and a Challenge Grant, Too

In an era of $1 billion fund-raising campaigns at some prestigious universities, the achievement of a small community college at the southern tip of Texas might seem to shrink in significance: After an 18-month struggle that went down to the wire, Texas Southmost College in Brownsville managed to raise $1 million for a special scholarship endowment.

During a recent two-day celebration here, though, it was clear that the victory was just as sweet for those involved as victory is for leaders of any multimillion-dollar campaign elsewhere.

One of Poorest Regions in U.S.

Many wealthy institutions can raise $1 million in a week or even on a good day. But Texas Southmost serves one of the poorest regions in the United States, the lower Rio Grande Valley. National and state data show that unemployment runs almost 15 percent in the region. The average annual income is $6,654, about 50 percent of the national average.

A quarter of the population has less than a fifth-grade education. The area, already about 85 percent Hispanic, has one of the fastest-growing Hispanic populations in the nation, bolstered partly by immigrants from Mexico, which is about a block from the Texas Southmost campus.

Even though the college was founded in 1926, it had virtually no endowment, no established development office, no alumni association, and no tradition of raising money when it won a challenge grant from the Education Department's Developing Institutions program in December 1987.

Under the grant, the college would earn $2 million in matching funds if it

lege's facilities were being used efficiently. Those moves helped overcome negative publicity about charges that former college officials had mismanaged its funds, spent too much for travel, and added their relatives to the payroll.

"We had built confidence in the college, but still some people were amazed when we came back just a year after the bond issue and asked their support for the endowment campaign," said Garcia. "'What now?' they'd ask."

Attacking Three Problems

The endowment plan fashioned by officials at the college was designed to attack three problems:

- The high dropout rate in local schools. Thirty-six percent of Hispanic students quit before the fifth grade; the rate at local high schools is about 50 percent.
- The fact that 72 percent of the college's students depended on financial aid even though tuition was just $12 to $14 a credit hour.
- The poor basic skills of incoming students. Assessment tests showed that the average freshman student's mathematics and reading skills compared with seventh- and eighth-grade levels, respectively; 92 percent of the freshmen required developmental courses before they could enter college-level classes.

Under the endowment plan, the $3 million principal would be invested and left untouched for 20 years, while half of each year's interest would be used for scholarships.

Inspired by other plans around the country that encouraged junior-high-school students to begin preparing for college, the Texas Southmost plan would allow seventh- and eighth-graders who signed up for college-preparatory courses in English, mathematics, science, social studies, and foreign languages to begin earning scholarship dollars. Every A they earned would gain them a credit hour of tuition at the college; every three B's would also be worth a credit hour. Seventh-graders who continued in the program throughout high school could earn two years' tuition at Texas Southmost by the time they graduated.

"The plan appealed to people," said Garcia. "Since we were expanding our facilities because of the bond issue and had a chance to name things, we decided to have an Endowment Plaza in the middle of the courtyard of a new classroom and faculty-office building.

"For $100 you could get a paving stone in the plaza with your name on it; for $250 you could get a bigger one. I presented it to the college and over 300 employees went on payroll deduction. We presented the plan to local school districts and many principals, teachers, and staff members also agreed to payroll deductions."

The college also hired a development officer, Marylin Myers, and began asking foundations for support. The campaign eventually received $100,000 each from the Brownsville Foundation for Health and Education, the Sid Richardson Foundation in Fort Worth, and the Meadows Foundation in Dallas. It also received $50,000 each from the corporate foundations run by the Southwestern Bell Corporation and the Anheuser-Busch Companies, Inc.

"Other people were willing to give token gifts, but major gifts were hard to come by because we had no history of fund raising," said Myers. The fact that the bulk of the endowment would not be used for such a long time also hampered fund raising, she noted.

Day-to-Day Fund Raising

Garcia quickly discovered that she would have to be heavily involved in the day-to-day fund raising. "Asking for money was the hardest thing for me to learn to do," she said. "At first, I would sort of hang my head a little, but then I got angry and decided we had to come up with a good solution to our problems and we deserved people's help. I would turn investing in our education plan into their responsibility, and shame on them if they didn't give to help all these people.

"When I began going to the local service clubs, I'd get going on my speech and as my voice rose, I'd see the president of the club reaching in his pocket and handing me money and taking up a collection right there, to get rid of me," Garcia recalled, laughing.

Organizations throughout the community college's district gradually became enthusiastic about the endowment plan, and for months raised money by holding dozens of events ranging from black-tie dinners and golf tournaments to pancake breakfasts and car washes.

"Some of the local groups got into competition with each other to see who could give more," said Garcia. "And local doctors and lawyers, some of them former students at the college, set up a 'professional challenge' program and raised over $70,000."

Local *maquiladoras*, companies with plants across the border in Mexico as well as operations on the U.S. side, "needed a way to become part of the community, and so many of them made contributions," she added.

Garcia's own family, as well as several other local families, made substantial donations.

Even with all that effort, "a week from the deadline, we were still $200,000 short of our goal," she recalled.

"I was feeling a lot of pressure anyway, but then this group of sixth-graders came to my office to present me with a jar of change that they had collected," she said. "They had decided not to eat lunch for two days so that they could contribute their lunch money to the endowment."

College officials decided to launch a last-ditch television campaign, buying up every available advertising spot for the coming week at all the local stations.

30-Second Testimonials

"We called on our grads—dentists, chairmen of the boards of local companies, and others—and had them tape 30-second spots testifying for the college and urging people to contribute. We stayed up until 2:00 a.m. working on scripts," Garcia said.

"Then we set up a phone bank. The ads began running on the Sunday before our Thursday deadline, along with the ads I had taped. They ran all day long. We ordered a bunch of pizzas and prepared to answer phones.

"No one called.

"The ads ran all day on Monday, and the phones finally began to ring. They rang all day Tuesday, and by Wednesday, our campaign had really become a concern to the local community.

"I was sitting at a stoplight and a fellow I didn't know rolled down his window and asked me, 'Are we going to make it?' I said 'yes,' hoping that I was right. 'Oh, thank God. Gracias,' he said and rolled up his window and drove away."

Garcia found out just how much many local residents had taken the campaign to heart on Thursday, the deadline. The local television stations had cameras at the college that afternoon to record the outcome of the campaign. A woman pushing a baby in a stroller and carrying another youngster walked in to the administration building after walking several blocks to the campus. The cameras made her nervous, Garcia recalled, "so I walked outside with her.

"She took a crumpled $5 bill out of her purse and straightened it out a little before she handed it to me. It was the first donation I didn't want to take. I asked her why she was doing this and she said, 'The is the only hope I have for my children. If they don't get an education, they'll never get out of this.'"

Later that night, telephoned pledges put the campaign over the top.

Gratitude from Schoolchildren

The scholarship program began last fall in local seventh- and eighth-grade classes. On the second night of the celebration held to thank donors for their support, a parade of students, each representing a local school, walked across a balcony above the Endowment Courtyard to a microphone and expressed gratitude for, as several put it, "giving us this wonderful chance for a college education."

And a number of them added: "We'll be here in 1994 to collect."

Said Putegnat, the chair of the board of trustees: "The fact that, even before we got the money, we had affected students' expectations and that we now have them planning their college educations was worth the whole $3 million." ■

—Cheryl M. Fields
The Chronicle of Higher Education

(This article first appeared in The Chronicle of Higher Education, *January 3, 1990. Copyright 1990,* The Chronicle of Higher Education. *Reprinted with permission.)*

Statewide Revenue and Expenditures Compared for Two-Year Public Colleges

Spending an average of $5,651 per student, public two-year colleges in the East registered the highest total expenditures, as well as revenues, per student in fiscal year 1988-89, according to a study by the National Association of College and University Business Officers (NACUBO), *1988-89 Statewide Financial Statistics for Public Community and Junior Colleges*.

Colleges in the South had the lowest revenues and spent the least per credit full-time-equivalent (FTE) student, the study found.

The report—the second in an annual series of statewide and regional financial statistics—is an outgrowth of NACUBO's study, *Comparative Financial Statistics for Public Community and Junior Colleges*. The studies were developed with the support and guidance of NACUBO's Two-Year Colleges Committee.

The report contains statistics from 544 public community and junior colleges in 39 states, more than two-thirds of the total universe of public two-year institutions. The study encompasses 70 percent of the community college districts in the Southern and Western areas, 72 percent of institutions in the Central region, and 63 percent in the Eastern sector.

The study was conducted by NACUBO in cooperation with the Department of Education's National Center for Education Statistics, the American Association of Community and Junior Colleges, and the Association of Community College Trustees.

Roundup of Regional Statistics

	Central	Eastern	Southern	Western
Total expenditures	$4,907	$5,651	$4,566	$4,663
Academic expenditures	2,849	3,102	2,779	2,732
Administrative expenditures	1,847	2,120	1,595	1,699
Scholarships with Pell Grants	615	520	382	431
Scholarships without Pell Grants	87	111	70	127
Total revenues	5,129	5,839	4,774	4,854
Tuition	1,216	1,622	816	618
State & local appropriations	2,959	3,511	3,283	3,460
State appropriations	1,879	1,892	2,995	2,392
Credit faculty as a percent of total staff	49.1%	45.9%	44.7%	49.2%
Percent of credit faculty that is part-time	35.5	36.3	27.3	38.9
Percent of total staff that is part-time	26.3	27.1	22.5	28.4

NOTE: Dollar amounts are per credit FTE student

The findings are based on the financial statistics survey of ED's Integrated Postsecondary Education Data System and a supplemental survey conducted by NACUBO.

The results of a comparative data study of this nature must be used with care. Governance and categorization of revenues and expenditures differ among states, and various states have higher participation rates than others. Year-to-year differences in the statistics are probably due to a changing population of colleges in the study.

Results

The statistics in this article are medians. Pell Grants and auxiliaries are excluded from both the revenue and expenditure bases. All dollar amounts are per credit full-time-equivalent (FTE) student unless otherwise noted.

Expenditures. The Eastern region ranked first among the four sectors for expenditures in most categories. Eastern two-year colleges spent a median of $5,651 per student—$3,102 for academic expenditures and $2,120 for administrative expenses. The median college in this region spent $111 on scholarships per student.

Spending a median of $4,907 per FTE student, the Central region ranked second in most expenditure categories. The South was lowest in most expenditure groupings, including total expenses, which were $4,566 at the median college in that region.

In the 39 states included in the study, total expenditures ranged from a high of $7,770 in Wisconsin to a low of $3,103 in Kentucky (see chart, page 12).

Revenues. The Eastern region ranked first for total revenues and tuition per student, while the Central area was second, mirroring the expenditure rankings. While the East placed third for state appropriations ($1,892), it was first when state and local appropriations were combined ($3,511).

continued on next page

States Ranked By Total Expenditures Per Credit FTE Student

1.	Wisconsin	$7,770
2.	Vermont	7,734
3.	Iowa	6,434
4.	Idaho	6,292
5.	Wyoming	6,269
6.	Maryland	6,072
7.	Indiana	5,936
8.	Oregon	5,839
9.	New Jersey	5,801
10.	South Carolina	5,762
11.	New York	5,696
12.	New Mexico	5,672
13.	Kansas	5,463
14.	Georgia	5,353
15.	Tennessee	5,314
16.	Connecticut	5,182
17.	Rhode Island	5,181
18.	Michigan	5,178
19.	Nebraska	5,076
20.	Utah	4,949
21.	Florida	4,949
22.	Ohio	4,890
23.	Pennsylvania	4,852
24.	Colorado	4,804
25.	Virginia	4,779
26.	Arizona	4,731
27.	Massachusetts	4,629
28.	North Carolina	4,482
29.	Minnesota	4,442
30.	Illinois	4,412
31.	Texas	4,372
32.	Alabama	4,060
33.	Missouri	3,901
34.	California	3,880
35.	Oklahoma	3,876
36.	Washington	3,865
37.	Arkansas	3,790
38.	Mississippi	3,783
39.	Kentucky	3,103

States Ranked By Tuition

1.	Vermont	$3,169
2.	Pennsylvania	1,822
3.	New York	1,689
4.	New Jersey	1,624
5.	Maryland	1,592
6.	Ohio	1,585
7.	Iowa	1,506
8.	Indiana	1,468
9.	Massachusetts	1,416
10.	Michigan	1,387
11.	Minnesota	1,309
12.	Colorado	1,247
13.	Rhode Island	1,244
14.	Wisconsin	1,216
15.	Idaho	1,191
16.	Utah	1,158
17.	Connecticut	1,143
18.	Illinois	1,056
19.	Georgia	1,047
20.	Florida	1,035
21.	Oregon	1,004
22.	South Carolina	993
23.	Virginia	969
24.	Nebraska	940
25.	Tennessee	903
26.	Missouri	895
27.	Kentucky	871
28.	Arizona	839
29.	Arkansas	829
30.	Texas	803
31.	Mississippi	760
32.	Alabama	722
33.	Kansas	685
34.	Oklahoma	658
35.	New Mexico	645
36.	Wyoming	641
37.	Washington	592
38.	North Carolina	325
39.	California	251

continued from page 11

The South was first in state appropriations ($2,995), far ahead of the other regions (Western, $2,392; Eastern, $1,892; and Central, $1,879). When state and local appropriations are combined, the East is number one, followed closely by the West, where the median college collected $3,460. Colleges in the South received an average of $3,283 in state and local funds, while institutions in the Central region garnered $2,959.

Tuition ranged from a high of $1,622 in the Eastern region to a low of less than half that amount, $618 in the West. The median college in the Central and Southern regions charged $1,216 and $816, respectively.

The range of tuition revenue within the 39 states was expansive, from a low of $251 in California to a high of $3,169 in Vermont (see chart at left).

When ranking states according to the amount of state and local appropriations received, none of the top five is located in the region with the highest ranking in that category—the East. Wisconsin was ranked highest at $5,648; Wyoming, $5,053; Oregon, $4,321; North Carolina, $4,080, and Idaho, $4,078. The states that received the lowest amounts were Kentucky at $2,193; Missouri, $2,327; Washington, $2,558; Mississippi, $2,585; and Illinois, $2,644.

Staffing. Credit instruction FTE faculty ranged from 44.7 percent of all FTE staff in the South to 49.2 percent in the West. The percentage of staff that was credit faculty ranged from a low of 29.9 percent in Idaho to a high of 63.8 percent in Vermont.

The proportion of credit instruction FTE faculty that was part-time was lowest at 27.3 percent in the Southern region and highest at 38.9 percent in the West. Part-timers accounted for 0.5 percent of faculty in Rhode Island and 100 percent in Vermont.

continued on page 20

Leading the Fight Against Drugs: The Brevard Community College Story

October 1, 1990, is a date to remember for higher education. Every college and university in the United States must have in place by that date comprehensive anti-drug programs which meet stringent new federal guidelines as required by law.

The Drug-Free Schools and Campuses Act, signed into law December 12, 1989, provides significant penalties to colleges which do not comply. Potential loss of all federal money—including loans and grants to its students—is among the penalties facing any non-compliant college.

Colleges across the nation are working at a feverish pace to develop programs which will meet federal guidelines before the deadline. While the intended benefits from such programs will be numerous, colleges are finding the challenges in developing and implementing these programs are also numerous.

This *Trustee Quarterly* article focuses on one college which has already completed this process...and considers itself better because of it!

Brevard Community College in Florida has been recognized as the nation's leading college in establishing drug-free campuses. Brevard voluntarily initiated a process last fall, months before the drug legislation was passed, which resulted in an innovative drug program which far exceeds the requirements of the new law.

How Brevard Community College Developed Its Drug Policy

"Every school, college, and university...must adopt tough, but fair, policies about drug use by students and employees."

President George Bush asked all Americans, with a special request for college officials, to do their part to fight illegal drugs. It was 8:00 p.m., September 5, 1989, and the President informed the nation that drugs were America's gravest domestic threat.

Less than 12 hours later, Brevard President Maxwell C. King went to work on the first steps in preparing a drug-fighting proposal for the board of trustees.

King and the trustees had earlier discussed in board meetings the dangers of drugs to students, employees, and society. While the college enjoyed a relatively low rate of drug usage problems, the trustees and college officials were determined to make sure a serious problem would not be created.

Therefore, Brevard already had a morally committed board and president who could now respond immediately to President Bush's call to arms.

For the next four months, an imaginative, spirited, and open process took place which included more input from more people than Brevard had ever obtained when developing any other policy.

Brainstorming sessions between college officials one-on-one, in small groups, in the Executive Committee, and in the President's Cabinet got the process started. An eye-opening meeting was then held with 50 student leaders, some of whom detailed their own personal use of drugs. The students emphasized the need to prevent students

continued on page 14

Brevard Community College Drug-Free Campus Program

Rationale

Brevard Community College is committed to helping students succeed academically, in getting the job they desire, in performing well on the job, as community members, and in life in general. There is now overwhelming evidence that illegal drug use dramatically reduces a student's chance of succeeding in all of these key areas.

Academic Failure: **Studies have shown that previously well-adjusted and intellectually endowed students are falling apart academically because of drug use which makes "great people average and average people dumb," reports nationally known neuropsychiatrist and brain researcher, Robert C. Gilkeson, M.D.**

Failure to Get a Job: **By the time today's incoming freshmen graduate from BCC, it is estimated that at least 50 percent of all job openings in Brevard County will require drug testing of applicants.**

Failure on the Job: **Drug users work at only two-thirds of their potential, are absent up to six times as often as non-users, have four times as many accidents, and make twice as many errors as non-users, reports the U.S. Department of Labor.**

Failing Health: **Drug use and alcohol abuse increases the chances of violence, injuries, automobile accidents, heart attacks, strokes, cancer, emphysema, and a long list of other diseases. Largely because of this, 15- to 24-year-olds make up the only age group in the U.S. whose life expectancy is actually decreasing.**

Because the likelihood of success is so dramatically reduced for students and employees on drugs, Brevard Community College is determined to have drug-free campuses. Illegal use of drugs or alcohol will not be tolerated on any BCC campus or at any BCC-sponsored event off campus.

Massive Drug Education Begins

Massive drug and alcohol education campaigns have already begun. Group discussions, one-on-one sessions, films, seminars, workshops, classes, speakers, and extensive printed materials are being offered. Every department will take part in this unprecedented college effort—from WRES-TV, which has produced an anti-drug video for new students, to the Planetarium, which will provide drug messages to begin their new films.

BCC Requires Drug-Free Certification

Brevard Community College requires applicants for admission or employment to commit themselves to obeying the law and refraining from illegal drug activity on its campuses and at its events. They are required to certify when applying that they will not use, manufacture, distribute, or sell illegal drugs while a BCC student or employee. Applicants who cannot commit themselves to keeping BCC campuses drug-free by saying "no" to drugs will not be granted admission to or employment at BCC.

Students and Employees Must Not Violate Drug-Free Environment

Applicants who are granted admission to or employment at BCC who violate the college's commitment to a drug-free environment will receive a swift and sure response from BCC.

Drug Users Will Be Suspended

Any student who uses drugs on any BCC campus or at a BCC-sponsored event off campus will be suspended. That student can apply for readmission consideration only after at least one semester of suspension is completed. Employees who use drugs on campus or at a BCC-sponsored event off campus are also subject to suspension.

Drug Traffickers Will Be Expelled

Any student who sells or manufactures illegal drugs on any BCC campus or at BCC-sponsored events off campus will be expelled. That student can apply for readmission consideration only after at least a full year of expulsion is completed. Readmission will be granted to suspended or expelled students only after they provide proof that they are now drug-free after utilizing drug rehabilitation or some other method. Employees who sell or manufacture illegal drugs on campus or at BCC-sponsored events off campus are subject to termination.

Rights and Responsibilities

Students who are convicted of any drug offense must report it to the Office of Collegewide Student Services within five days. Students may contact the same office for an explanation of appeal rights for each step of the disciplinary process. Employees must report any drug offense to the Office of Human Resources within five days.

For Those Who Need Help

Referral counseling is available through the offices of the Deans of Student Services for each campus of BCC. Information on community counseling and rehabilitation services can be obtained through COPE of Brevard, Inc., a non-profit charitable organization devoted to drug and alcohol abuse prevention and education.

Brevard Community College has been fortunate over the years to have a comparatively very low incidence of campus drug use. With the latest studies showing that illegal drug use can destroy the chances of success for offending students and employees, we must do all that we can to make our campuses drug free.

continued from page 13

and employees from trying drugs even one time because of their addictive potential. Extensive research was conducted with virtually every recent federal, state, or local drug study obtained, read, and discussed.

An initial draft of a proposed new drug policy was presented for discussion to the board. For the next four meetings, the board devoted much of its time to the drug policy development. Trustees, students, faculty, administrators, and community residents debated and learned during these sessions. In between board meetings, college officials went to all three campuses to discuss the issue with students and receive their ideas. Letters soliciting input were sent to many community organizations and all faculty members.

Because of Brevard's willingness to publicly propose new approaches to the problem and ask for input, the college achieved its goal of getting the community's attention focused on the drug crisis. Community discussions raged as never before on what to do about drug abuse as witnessed by newspaper coverage, and discussions in shopping malls, supermarkets, public meetings, and other settings throughout Brevard County.

Because of the unprecedented public nature of this debate, the publicity and discussion reached area high schools. Students there got the message that drug users could now be rejected on that basis when applying for admission to Brevard Community College.

Brevard's goal of preventing people from taking even the first hit of cocaine or other drugs was already successful to some extent just from developing the policy. Some students stated that they were now resolved to say "no" to drugs because they wanted to be accepted into college, and not be suspended or expelled after being admitted. Others walked away from the debate with their

continued on page 20

Austin Community College Initiates Classified Employees Educational Stipend

Human resource planners are called upon to meet an increasingly wide range of goals. Personnel policies are generally a response to a legislative mandate or an institutional priority.

The Classified Employees Educational Stipend policy, which was unanimously approved by the board of trustees of Austin Community College in Texas in November, 1989, is designed to benefit the district's classified (non-exempt) employees. The idea for the stipend was not forced on the college by law or regulation nor was it a response to internal or external pressure.

Discussion about a stipend for classified employees began a year before the stipend was approved. The stipend represented an opportunity for exempt employees (administration and faculty) to step forward in behalf of a group that is often forgotten in the benefit structure.

Traditionally, institutional "perks" such as sabbatical or other professional leave and increased pay for educational credentials have been solely the domain of professional personnel. This policy extends the "perk" system to Austin's non-exempt employees. Initially it was written for the achievement of the associate degree, but was ultimately broadened to include certificates and the GED as well.

The policy has its roots in two principles:

- There should be more emphasis on classified employees for institutional rewards/incentives, and
- The educational resources of the college should be utilized by all who could benefit from them, especially the college's own employees.

continued on page 16

Don Angel, president of Austin Community College, congratulates Janie Ross (left), secretary, President's Office, and Debra Sweeney (right), principal secretary, Campus Manager's Office; the first two classified employees to be awarded the educational stipend. Both received associate of arts degrees in government.

Austin Community College District Classified Employees Educational Stipend

The Austin Community College District awards the classified employees educational stipend:

a. to encourage classified employees to utilize the educational resources of the college and
b. to acknowledge classified employees who achieve improvement through education and
c. to affirm Austin Community College's commitment to the value of programs which help lead our employees to new levels of accomplishment through formal education programs and
d. to support the associate degree preferred program encouraged by AACJC.

Classified employees on the college staffing table are eligible to receive a one-time stipend for completion of an associate degree, certificate of completion, or a GED certificate at Austin Community College. The stipend for full-time employees shall be equivalent to one step from the employees level and step classification at the time of completion. Less than full-time employees shall receive a pro-rated share based on their percent of employment at the time the degree, certificate, or GED is earned. The amount of the bonus may be limited by the amount budgeted for the fiscal year.

(continued)

In order to receive the stipend, the employee must meet the following criteria:

1. Be continuously employed in a staffing table position for a minimum of 12 consecutive months and
2. During the period of employment

a) enroll in and satisfactorily complete at least 18 hours in residence for an associate degree or college-credit vocational-technical certificate; complete all other degree or certificate requirements; and graduate; or

b) enroll in and satisfactorily complete at least two quarters of full-time enrollment (or equivalent) in a block-time vocational-technical certificate program; complete all other certificate requirements; and graduate; or

c) attend 270 hours of resident instruction in an Adult Education Program; complete all other GED or high school diploma requirements, and graduate.

Employees who are on probation at the time of the award of the stipend are ineligible for the stipend during that award period.

An employee can receive the stipend for only one of the programs listed.

Employees who hold an earned degree at the Associate Degree or higher are ineligible.

Only employees who meet the criteria after approval of the policy are eligible. ■

Board of Trustees
November, 1989

continued from page 15

"Out of a $58 million operating budget, the $5,000 set aside to fund the stipend this first year seems relatively insignificant," says Bruce M. Murray, board chair. "It is a small amount of money but it sends a significant message to 46 percent of our employees. The board of trustees is delighted to be able to implement such a program," he added.

The stipends referred to in the policy have a value range of $280 for the lowest classification of employee to $600 for classified employees in the highest classifications.

Beyond the routine considerations of how such a policy would work, there was substantial discussion on two points:

- Should an institution "pay" employees for pursuing a higher education which benefits them?
- Should the stipend be extended to employees completing certificates or GED programs?

The first question was resolved on the basis of the college's responsibility as an educational institution. With the knowledge of how important education beyond high school is and how much more important it will become, it was felt that the college should do all it can to encourage its employees to enroll in a collegiate or pre-collegiate program and pursue it to completion. It was concluded that this encouragement should take many forms, including a monetary award.

The resolution of the second question was much more value-based. There was considerable discussion about whether someone should receive a similar payment for a GED or an associate degree. It was finally concluded that two distinct programs did not provide for a reasonable comparison. The question was finally resolved on the basis of what is in the employee's best interest. An employee lacking the GED could do nothing more in school without it. The role of the college is to encourage employees back into the system.

The reaction of classified staff has been very positive. Debra Sweeney, a principal secretary who received her associate of arts degree in government in December, said, "This policy makes me feel good about Austin Community College and what it is doing. I'm elated that the college cared enough about the classified staff to implement such a program." ■

—Mike DeVault
Executive Assistant to the President
Austin Community College

COMMENTARY

National Goals for Higher Education

BY

ROBERT H. ATWELL

I am writing to share with you my views on the national education goals and objectives released in February by the National Governors' Association and agreed to by the White House, and some of the disturbing attitudes that are developing in the public debate over education reform.

While my principal purpose is to address the implications of the national goals for higher education, the exercise as a whole deserves comment. There is no shortage of skepticism about the allegedly unrealistic quality of some of the recommendations, particularly those that call for dramatic improvements in high school graduation rates and science and math achievement. How one feels about lofty or even unattainable goals—and few people I know believe the two I have mentioned are attainable by the year 2000—largely reflects how one feels about establishing goals in general. In fund raising, for example, the conventional wisdom is to set a goal that, while challenging, is viewed as attainable. In other walks of life, one can argue that it is good psychology to hold before people something that represents aspirations toward which we strive but that we may not attain within a particular time span. How realistic one's goals should be thus would seem a matter of personal taste.

Although skeptics maintain that some of the goals will take longer than 10 years to achieve, usually they have not objected to the inclusion of particular goals, either the six specified or others that might have been omitted. Instead, they have concentrated their criticism on the disjuncture between the establishment of goals and the failure to commit the resources that may be necessary to attain them. Since few would dispute the proposition that the nation will have to spend a lot more money to achieve the six goals, why not couple goals with resources? It is at this point, of course, that politics begins to drive the process.

A number of the governors tried to address the resource question, but it soon became apparent not only that they would be divided on what to say, but that the White House would not go along. Therefore, they took the course of least resistance, which was to settle for the generalities rather than making the hard choices. People for whom I have great respect, such as Al Shanker, argue that while it would have been preferable to couple goals with resources, the mere promulgation of goals will make it a little easier to acquire the resources.

Higher education was not ignored in the process or the product, though it did take something of a back seat. We were given an opportunity to provide proposals, and we met with the governors and the President prior to the Charlottesville summit last fall. Following that meeting, we provided both written statements and oral testimony at hearings in Washington. After President Bush enumerated the six basic goals in his State of the Union Address, I wrote to him and suggested a seventh goal, namely: "that by the year 2000, federal, state, and private sources of student assistance will be sufficient to assure that all students have the financial resources to participate in postsecondary education programs appropriate to their interests and abilities." Roger Porter, the assistant to the President for economic and domestic policy, wrote back that while the number of goals was "for all intents and purposes fixed," this suggestion would be considered in developing the objectives that were being designed to further define the goals.

As it turned out, although higher education is not the specific focus of any goal in the final document, it is mentioned in several places. The key passage comes at the end of a narrative section entitled "Necessary Changes and Restructuring":

> *Finally, a larger share of our population, especially those from working class, poor, and minority backgrounds, must be helped to attend and remain in college. The cost of a college education, as a percentage of median family income, has approximately tripled in a generation. That means more loans, scholarships, and work-study opportunities*

—continued on page 18

Robert H. Atwell is president of the American Council on Education.

continued from page 17

are needed. The federal government's role in ensuring access for qualified students is critical. At the same time, the higher education system must use existing resources far more productively than it does at present, and must be held more accountable for what students do or do not learn. The federal government will continue to examine ways to reduce students' increasing debt burden and to address the proper balance between grant and loan programs.

Indeed, the objectives laid out under the goals do set an agenda for higher education. They talk about the need to increase the number of students, particularly women and minorities, who complete degrees in mathematics, science, and engineering. They make reference to the need for a substantial increase in college participation and completion by minorities. And finally, there is a statement to the effect that the proportion of college graduates "who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially."

In addressing both the public and elected officials, we must renew the argument that education is a seamless web, that what we have is "all one system," no part of which should be neglected.

While I would not quarrel with such goals, I am disturbed by demands that colleges and universities use existing resources "far more productively" and be more "accountable" for learning outcomes. Such demands are illustrative of a growing perception that higher education is, if not fat and sassy, generously funded in contrast to other levels of education. That the taxpayers and consumers are "paying more and getting less" is a charge frequently heard in legislative chambers and seen in editorials, and that has contributed to the commercial success of Charles Sykes's book, *ProfScam*.

A more sophisticated version of that critique emerged out of a recent report by the Economic Policy Institute. EPI claimed that if higher education is taken out of the mix, the U.S. spends a relatively low percentage of its GNP on kindergarten through 12th grade education compared to other industrialized nations. This tripped off a debate with the White House, which argued that the better measure of our education effort is per capita spending, on which the U.S. ranks near the top for K-12. The political thrust of this debate was whether, in light of the newly formulated education goals, we need to increase spending significantly, especially on the federal level. The administration, of course, maintains that we don't. Interestingly—and unfortunately—both sides accepted the idea that the U.S. leads the pack by a comfortable margin on higher education spending, whichever measure is used. If accepted, this assumption would lead to the logical conclusion that higher education does not need more support, and any new resources should go to those sectors that are less well off.

We have prepared a lengthier analysis of this debate over comparative higher education spending, which we will be making available. But suffice it to say that there are two major problems with such comparisons. First, the U.S. has the highest rate of participation in higher education in the world, with almost 60 percent of high school graduates moving on to college. And second, the figures—both per capita and share of GNP—reflect spending from all sources, including externally funded research. No other nation follows the research university model of the U.S., with its annual investment of billions of federal dollars. Subtracting federal research brings the U.S. per-student spending figure down below that of several other industrial nations. Also, in most other countries, with the exception of Japan, higher education is financed almost exclusively by the government. In the U.S., the federal and state and local governments provide less than half the funds required to operate our colleges and universities.

When current concerns about price and cost are merged with what sometimes are expressed as "quality" issues—which often turn out, on closer examination, to be questions about the emphasis on research at the expense of undergraduate teaching—the critique becomes quite potent.

COMMENTARY

How best do we respond to the top-down establishment of national goals and objectives? It would be counterproductive for us to criticize the process that was followed or to lament the shortage of higher education references. Rather, in addressing both the public and elected officials, we must renew the argument that education is a seamless web, that what we have is "all one system," no part of which should be neglected. While K-12 may be the first priority, we should not be hesitant to remind policy makers of the needs of higher education, and the importance to the economic and social health of the nation of meeting them. And to the extent that we believe, as I know many presidents do, that some reallocation of existing resources within our institutions is required, and that we are moving to bring that about, we should say so.

At this point, the pursuit of national goals will follow two channels, each of which poses opportunities as well as obstacles for higher education. Each governor is to devise strategies appropriate to his or her own state, which later will be compiled, compared, and disseminated by the NGA. Colleges and universities are used to playing at the state level, of course; and governors, as practical politicians, know that they cannot put together a salable program unless they get all the significant players on board. In this arena, college presidents and their representatives should be emphasizing that improvement of elementary and secondary education will be impossible without the participation of higher education; that postsecondary opportunities are critical to the growing numbers of minority students; and that a strong higher education system is essential to economic growth and development.

At the federal level, the picture is less clear. While the upcoming reauthorization of the Higher Education Act will help us focus attention on the inadequacy of many current programs, most particularly the failure of student financial aid to keep pace with need and the devastating shift in emphasis from grants to loans, the stringencies imposed by continuing budget deficits may continue to make it difficult to achieve growth in education spending. The administration argues that the resources are not there, and that federal spending, in any case, represents only 6 percent of total dollars spent on education, so even a major increase would not have much impact. (That, of course, is a deliberately misleading statistic, given the targeted nature of federal programs.) And in Congress, even though the sentiment is still largely supportive of higher education, the rumble of resentment at price increases, athletics scandals, and other problems is getting louder, and members' need to play catch-up to the President and governors on education reform is causing some to cast around for drastic measures. At a recent meeting of a House Appropriations subcommittee, one long-time friend even speculated that perhaps Congress should take all the money that currently goes to higher education and shift it over to elementary and secondary—a notion that would have been unthinkable only a few years ago.

Whatever we think of the national education goals, and however long they remain a focus for policy making, our job over the next few years is to show that we are using our resources wisely, that we are making tough decisions about priorities, and that we are facing up to the needs of a changing population and a changing world.

Gone are the days in Washington when our virtues were self-evident and our faults nearly invisible. Whatever we think of the national education goals, and however long they remain a focus for policy making, our job over the next few years is to show that we are using our resources wisely, that we are making tough decisions about priorities, and that we are facing up to the needs of a changing population and a changing world. Only by dealing with the substance of our problems can we refurbish the public image of higher education and restore confidence in our ability to advance the national interest. ■

(This commentary first appeared in the President's Letter, *March 26, 1990, American Council on Education. Reprinted with permission.)*

CALENDAR

Trustee Education Opportunities

July—October, 1990

July

8-11
League for Innovation
Leadership 2000
San Francisco, CA

19-21
Michigan Community College Association
Traverse City, MI

August

30-Sept. 1
Iowa Association of
Community College Trustees
Spirit Lake, IA

September

13
Maryland Association of
Community College Trustees
Annapolis, MD

14-16
Association of Boards of Trustees
of Community Colleges of SUNY
Albany, NY

October

5
AGB Workshop:
Improving Board Performance
Tampa, FL

10-13
ACCT Annual Convention
Baltimore, MD

18-19
AGB Workshop on Athletics
Winston-Salem, NC

25-26
AGB Workshop for Foundation Boards
San Francisco, CA

25-26
Kansas Association of Community Colleges
Wichita, KS

28-30
Texas Association of Community College
Board Members and Administrators
Austin, TX

FINANCIAL AND BUSINESS POLICIES

continued from page 12

The percentage of all FTE staff that was part-time ranged from 22.5 percent in the South to 28.4 percent in the West. More than 25 percent of all FTE staff was part-time in 15 states, with a high of 70.4 percent in Vermont.

For further information, or to order a copy of the report, contact NACUBO at (202)861-2500. ■

—Anna Marie Cirino,
Associate Director
Financial Management Center
National Association of College and
University Business Officers

(This article also appears in NACUBO Business Officer *April 1990.)*

EDUCATION TRENDS AND ISSUES

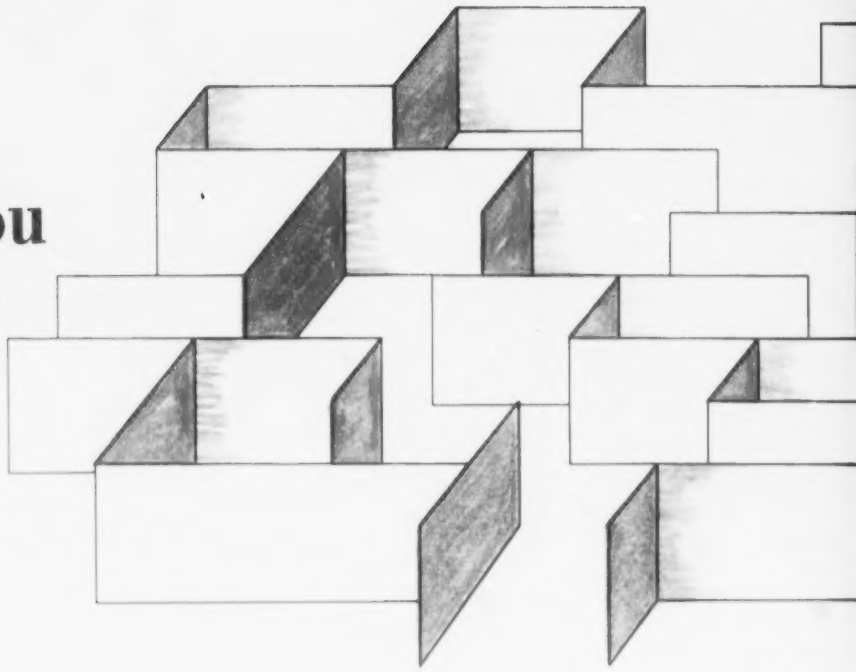
continued from page 14

resolve strengthened to permanently say "no" to drugs because they had learned so much about the overwhelming destruction that drugs can bring about.

The trustees, King, and the college as a whole developed a program which can help save lives, protect the academic quality of their nationally recognized college, and send a message of hope…that working together, we can all play an important role in solving this national crisis. ■

—James W. Ross
Director of College Relations
Brevard Community College

Let ACCT Help Guide You to a New CEO



ACCT has 10 years of experience in helping more than 100 community, technical and junior college boards find the right leadership. Our Chief Executive Officer Search Advisory Service can help you conduct a timely, efficient search for the leadership your educational institution needs, freeing you to make the best use of your resources.

ACCT's Chief Executive Officer Search Advisory Service offers you:

A tailor-made program to fulfill your executive search needs

An open, objective search based on understanding of your institution and its leadership needs

An ability to attract a broad base of highly qualified candidates, including minorities

Advice for your board on the executive search process– from detailing a job description to negotiating an agreement with the candidate of your choice and smoothing the path of communication between the board, campus and community constituents, and the new CEO.

"ACCT has earned our respect and grateful appreciation. From beginning to successful conclusion, ACCT provided the structure, assistance, and expertise which ensured a thorough and professional search."

"ACCT's ability to attract qualified candidates, its reputation for professionalism, and its positioning within the community college system, place it in a firm position to provide assistance."

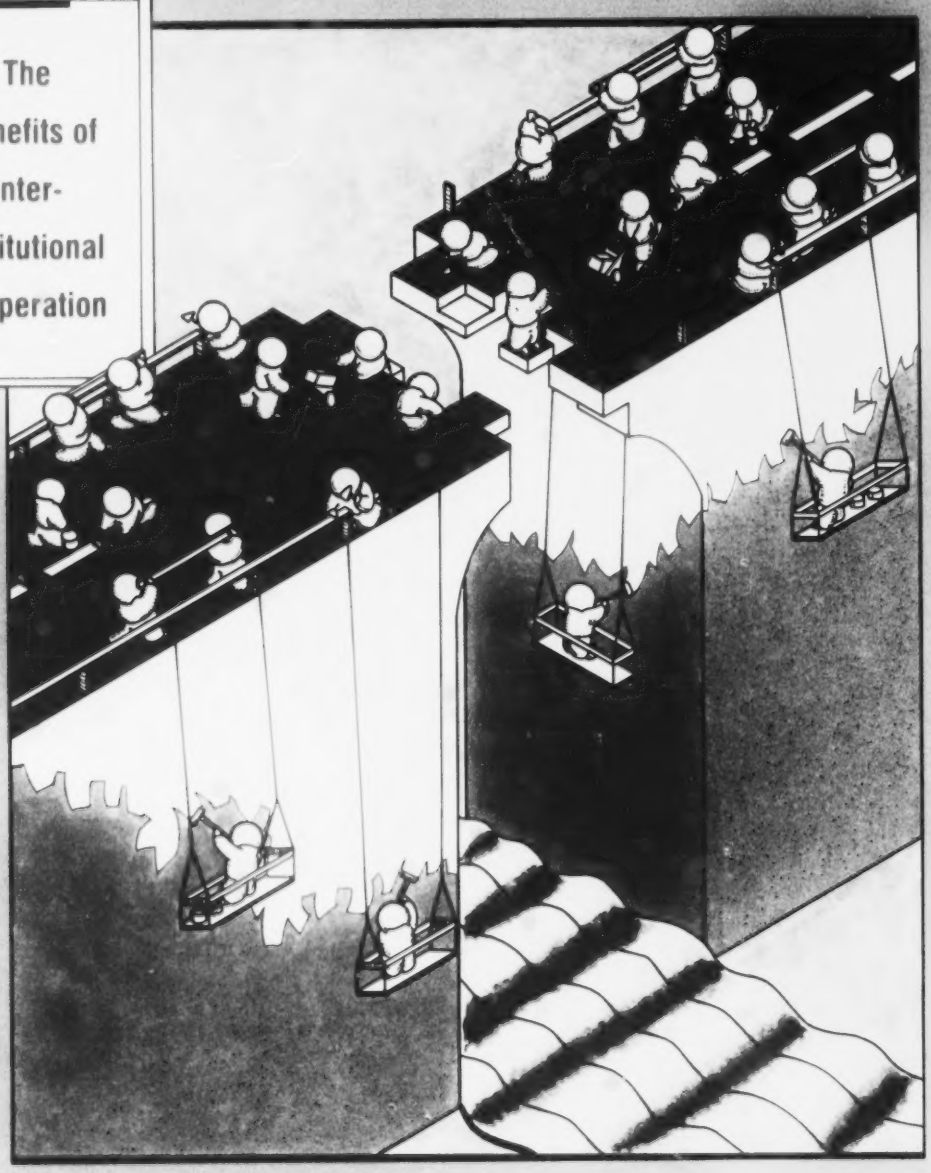
Call ACCT at (202)347-1740 to see how we can assist your search for a new chief executive.

Association of Community College Trustees
1740 N Street, NW
Washington, DC 20036

FALL 1990

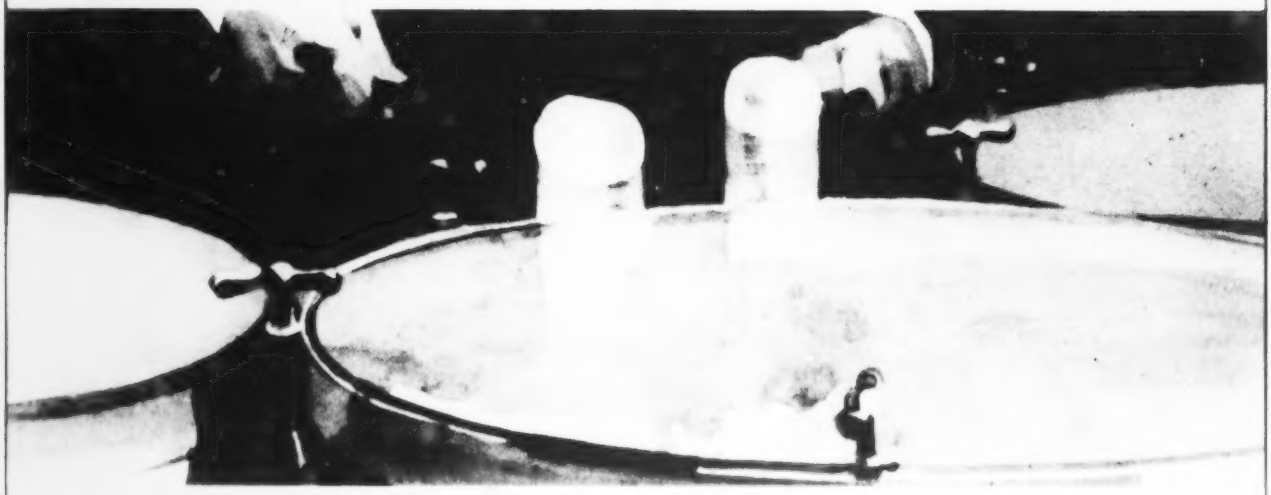
TRUSTEE QUARTERLY

The Benefits of Inter-institutional Cooperation



ASSOCIATION OF COMMUNITY COLLEGE TRUSTEES

ANNOUNCING... THE ACCT SAFETY GROUP DIVIDEND: 6.8%



YOU MAY BE LOSING MONEY IF YOU'RE NOT AN ACCT SAFETY GROUP MEMBER.

The **Association of Community College Trustees** is proud to announce that a 6.8% cash dividend will be paid to all ACCT Safety Group members for the 1988-89 program year.

Participation in the ACCT Safety Group has enabled members to enjoy a reduction in cost for their **property/liability** insurance.

Although dividends cannot be guaranteed in advance, participating members know that cash back in their pockets is a very real benefit of this ACCT program.

If you haven't already joined the ACCT Safety Group, find out how you can improve your insurance coverage and also save money with

- **Broad, Customized Protection**
- **Cash Dividend Opportunities**
- **Safety and Loss Control Plans**
- **Fast, Local Service**

Why not receive the same kind of savings opportunities fellow ACCT members are accustomed to and benefit from group participation?

Call TOLL-FREE for more information with no obligation: **800-523-2710.** (In Pennsylvania, call 800-643-2020).

MarketDyne International
Pacific Employers Insurance Company
CIGNA companies

CIGNA

Board of Directors 1989-90

President
Allen W. Hallowell
Western Piedmont Community College, NC

First Vice-President
Nancy R. Bonacco
Yosemite Community College District, CA

Second Vice-President
Beatrice Dauer
Montcalm Community College, MI

Secretary-Treasurer
Michael J. Pesino
Burlington County College, NJ

Immediate Past-President
Daniel B. Grady
San Diego Community College District, CA

Michelle M. Babcock
Colorado Mountain College, CO

Betty A. Barr
Metropolitan Community College, NE

Lois W. Bliss
St. Louis Community College, MO

Ruth McCalla Edwards
Cincinnati Technical College, OH

Norma Jean Germond
Pacific Region Chair
Portland Community College, OR

Maureen Grady
Clark State Community College, OH

Jacqueline L. Holland
Rockland Community College, NY

Troy Holliday
Northeast Mississippi Community College, MS

Nancy M. Hubers
Northeast Region Chair
Baltimore County Community College, MD

Jerry Lacey
Central Region Chair
John A. Logan College, IL

David Mielnik
Mohawk Valley Community College, NY

Nancy Murrin
Butler County Community College, PA

M.C. "Nick" Nicolai
Yavapai College, AZ

Albert "Al" Romero
Santa Fe Community College, NM

William O. "Bill" Rowell
Midlands Technical College, SC

Vaughn A. Sherman
Edmonds Community College, WA

C. Louis Shields
Southern Region Chair
Coastal Carolina Community College, NC

Catherine A. Wyatt
Northern Alberta Institute of Technology, Alberta

M.W. "Bill" Wyckoff
Labette Community College, KS

L.R. "Brad" York
Western Region Chair
North Harris County College District, TX

T. Kenneth Young
Kalamazoo Valley Community College, MI

The TRUSTEE QUARTERLY (ISSN 0271-9746) is published four times per year as a membership service of the Association of Community College Trustees (ACCT). ACCT is a non-profit educational organization of governing boards of public and private community and technical colleges. Membership also is open to state coordinating, advisory, and foundation boards, and state associations. The purpose of ACCT is to strengthen lay citizen governance of community colleges. Through its services, ACCT seeks to help trustees provide visionary, responsive, sensitive, and accountable education policy leadership. Important functions of the association are trustee development, advocacy of the governing board perspective at the federal level, local board assistance, promotion of the role of community colleges, and education leadership.

Opinions expressed are those of the authors and not necessarily those of ACCT.

Non-members may subscribe to the TRUSTEE QUARTERLY for $30.00 a year. Third class postage paid at Washington, DC.

Director of Publications: Sally Hutchins
Executive Director: Ray Taylor

Association of Community College Trustees
1740 "N" Street, NW
Washington, DC 20036
(202) 347-1740

FALL 1990

TRUSTEE QUARTERLY

FEATURES

2

The Benefits of Interinstitutional Cooperation

Community colleges are joining with other institutions to take advantage of both formal and informal partnership efforts to conserve shrinking financial and human resources while expanding opportunities for students.

7

The Changing Role of the CEO Spouse

Community college boards need to reexamine their expectations of the CEO spouse in an era of dual-career couples. These expectations should be spelled out during the CEO hiring process.

DEPARTMENTS

11

Academic Policy

The Transfer Challenge: Removing Barriers, Maintaining Commitment

12

Financial and Business Policies

Financial Reporting to Community College Governing Boards

13

Commentary

Contemplating Increased Cultural Diversity in our Colleges and Universities

16

Calendar

The Benefits of Interinstitutional Cooperation

Administrators and governing boards of all higher education institutions are facing many critical issues, among them dwindling financial support, shortages of qualified personnel, limited time to search out new funding sources and a dearth of facilities to provide for expanding services.

At the same time, evidence is mounting that the hurdles facing students and employees are growing increasingly complex. Cultural and ethnic issues, economic factors, and other issues continue to elude even the best researchers.

Against this background, community colleges frequently are viewed as institutions which help bridge the gap between present needs and future opportunities.

Though it can scarcely be called a new idea—some consortia have existed since the early 1960s—more community colleges are joining with other like-minded two- and four-year institutions to take advantage of both formal and informal partnership efforts to conserve shrinking financial and human resources while expanding opportunities for students.

A growing body of evidence suggests that many of these institutions are achieving significant results through cooperative approaches involving either formal or informal consortium arrangements.

"Two-year colleges are increasingly looking toward a consortial approach in conceptualizing new programs," according to a recent report on *Accessing Resources through Consortium Arrangements* by Gustavo A. Mellander and Fred Prochaska, chancellor and director of grants and development, respectively, at West Valley-Mission Community College District in Saratoga, California.

"Consortium arrangements, although often complex in their nature, provide in many instances the best possible response to a troubling community need. They enable us to overcome our zeal for competition in times when only a shared response has a significant chance of succeeding," the report states.

Interinstitutional cooperation can provide both a special challenge and an opportunity for the development of innovative projects. Examples include such common consortium activities as articulation agreements, outreach efforts, joint purchasing agreements, recruitment strategies and economic development programs.

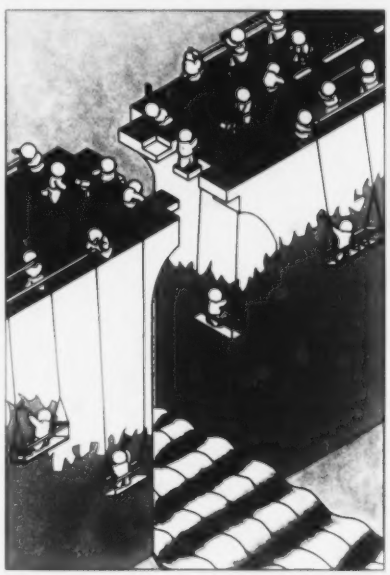
Some of the advantages of such interinstitutional cooperation, according to numerous consortium officials, are:

- Staff development: the need for developing quality faculty and the opportunity for sharing, where possible, that faculty with other institutions.
- Enrollment expansion through facilities sharing, telecommunications, and the cooperative use of expensive "high tech" equipment.
- Easier transfer of students between institutions through articulation agreements, informal cooperation, and the electronic exchange of academic records.
- Assessment, placement and follow-up of students.
- More effective contacts with state and national lawmakers, especially stressing cooperation and cutting down on competition in the face of dwindling resources.

One organization, the Council for Interinstitutional Leadership (CIL), has documented instances of more than 400 institutions working together through 50 CIL members to establish effective cooperative programs addressing many of the critical issues facing American higher education, according to D. Stanley Love, CIL Executive Director.

Some of the issues identified by CIL and examples of consortia that have developed cooperative programs to address these issues include:

- Strengthening services for adult learners through continuing education and television programs at the Virginia Tidewater Consortium.
- Enhancing economic development through the Graduate Studies and Research Council at the Kansas City Regional Council for Higher Education.
- Developing better consumer/community information through the information infrastructure programs at the Association for Higher Education of North Texas.
- Improving academic programs through the Education Specialist program offered by Tri-College University in the Fargo, North Dakota area, and the Jewish studies program sponsored by the Lehigh Valley (Pennsylvania) Association of Independent Colleges.
- Improving K-12 education through the implementation of school-college partnerships at the Hudson Mohawk (New York) Association of Colleges and Universities.
- Strengthening teaching and learning through professional development programs at the University Center of Georgia.
- Improving library services through the Library Cooperation Automation Program at the Piedmont (North Carolina) Independent College Association.
- Improving public policy for higher education through the New Hampshire College and University Council, which is functioning as the statewide higher education coordinating board for the State of New Hampshire.



CIL, according to Love, comprises more than 50 member organizations whose chief purpose is to help colleges and universities cooperate with one another for improved education.

"CIL provides a setting in which educators responsible for collegiate cooperation can share ideas and information with one another for strengthened programs and improved management," Love explains.

In addition to attracting national attention to interinstitutional cooperation, CIL serves as an advocate for its member organizations and for the movement as a whole. It also promotes the idea of educational research on interinstitutional cooperation, Love says.

West Valley-Mission's Prochaska says there are a number of advantages to pursuing projects through a consortium, including a more efficient use of resources. "Programs which seem most appropriate for multiple-organization involvement are those which require significant need for external involvement, where the most appropriate individuals to work on the project are spread between more than one setting, and where competition for external funding is the strongest."

Besides reducing duplication of effort while more effectively allocating resources, a consortium proposal, in most cases, "has a superior chance to receive funding in a competitive situation," he adds. "Funders can serve a variety of needs and stretch valuable dollars without having to disappoint large numbers of applicants. Consortium projects demonstrate to funders that careful planning has taken place and that objectives are not completely self-serving."

West Valley-Mission Community College District prepared a joint application with the other three community college districts —Foothill-De Anza, Gavilan, and San Jose/Evergreen—in California's Santa Clara County in 1986 to establish a "GAIN" (Greater Avenues for Independence) cooperative outreach project aimed at identifying and recruiting Aid to Families with Dependent Children (AFDC) clients under a then-new state employment and training program for welfare parents.

The project has been a "tremendous success" since its inception, Prochaska says. More than 1,000 GAIN students have been served, or about 20 percent of the total active GAIN caseload. The consortium has received more than $1 million in direct funding from the state chancellor's office and the county Department of Social Services to establish GAIN liaison offices in each of the seven local community colleges.

Another example of higher education expanding its outreach to adult learners is The Virginia Tidewater Consortium for Continuing Higher Education (VTC) based in the Hampton Roads area of southeastern Virginia. The consortium operates a higher education cable channel (VTC-TV) in cooperation with three local cable television companies, which together have about 235,000 subscribers, according to Lawrence G. Dotolo, VTC executive director. The consortium includes four community colleges, six public colleges and universities, and four private colleges.

"The consortium started offering a few college television courses in 1981; now, we have 27 courses per semester with an enrollment of over 1,000 per semester," Dotolo reports. Last December, the cable channel was expanded to fulltime operation by signing an agreement with a satellite service based in Omaha, Nebraska, to provide foreign news broadcasts. These are provided as a service to the member institutions for use by their foreign-language students. Additionally, the broadcasts have quickly developed a following among the general public, Dotolo says.

In the late night hours, from midnight to 6:00 a.m., the consortium cablecasts the National College Television Service (NCTV) out of New York, primarily designed for the traditional college student. Like the foreign news broadcasts, NCTV has developed a following among both on- and off-campus students.

Because it has been able to make full use of the higher education channel, the consortium expects to add two more local cable systems to its service area, thereby increasing VTC's overall "reach" to more than 350,000 homes in the Tidewater area.

A little farther south, North Carolina's Piedmont Independent College Association (PICA) has successfully employed the consortium concept to obtain Title III funds totaling $2.5 million for five years to automate all of the six member institutions' libraries on a central computer system. The first year of the project was approved for more than $446,000, and a second Title III proposal has been submitted in recent competition on behalf of a slightly different set of institutions which will, if funded, expand the library consortium to eight colleges and substantially increase the total resources available for this project, according to a PICA official.

In the Dallas-Fort Worth area, the Association for Higher Education (AHE) of North Texas has been providing educational support services since 1980 to the academic and corporate communities. Current AHE membership consists of 19 public and private colleges and universities, 14 private sector corporations, and two public libraries, says Lyria Howland, corporate communications manager for AHE.

Through this network of higher education institutions and organizations, AHE offers unique services such as instructional television programming tailored to the needs of the local "high tech" industries, continuing education courses for professionals, library resource sharing on a major scale, and joint purchasing contracts. Its 26-member board of trustees includes some of Texas' most respected and influential academicians and corporate leaders, Howland adds.

Of particular interest is AHE's Electronic Transcript Network (ETN), an electronic data-interchange system used to transmit student information records from a "sending" to a "receiving" institution.

Sharon Burnette, AHE administrative coordinator for network operations, says ETN is an efficient and economical way to transmit transcripts. The network is a "valuable support system" for articulation and reporting activities among high schools, colleges and universities, she adds.

"Consortium arrangements, although often complex in their nature, provide in many instances the best possible response to a troubling community need. They enable us to overcome our zeal for competition in times when only a shared response has a significant chance of succeeding."

In 1989, ETN grew to include 16 colleges and universities throughout the state, representing nearly 55 percent of the total head count for all colleges and universities in Texas. A separate pilot program also was developed to send transcripts from North Texas high schools to colleges and universities statewide via the network.

The Library Programs and Services Department of AHE focuses on the mutual professional needs of North Texas area librarians and on methods of sharing library information resources among area researchers, according to department director Katherine Pearson Jagoe. In addition to support services such as publishing, electronic resource information, central storage, and professional development, the department's principal emphasis is on the implementation of projects developed for both the AHE Council of Library Directors and by the Corporate Libraries Committee.

"The Council of Library Directors is continuing a 27-year commitment to leadership in the area of interlibrary cooperation," says Jagoe. "This group has served as an outstanding model for cooperative activities in the nation."

Council participants enjoy such benefits as the AHE Courtesy Card program, which allows direct access to 21 academic libraries with over 17 million holdings. Interlibrary loan agreements among council participants provide the service at no cost for materials obtained from other participating institutions. The AHE Electronic Regional Library Catalog uses CD-ROM technology to provide a shared master database for more than three

million unique titles owned by 22 participants in the Council of Library Directors.

A separate AHE courier service permits low-cost rapid delivery of materials between participants. Agreements for the sharing of more than 45,000 media items also are in place.

Meeting the needs of middle and high school youth who are "at risk" of dropping out of school in the Albany, New York, area is the ultimate goal of an innovative program sponsored by the Hudson Mohawk Association of Colleges and Universities (HMA).

Dubbed the Coalition for Kids, director Nathaniel Bracey says that "a superordinate goal of the coalition is to help promote a collaborative vision in the learning process and to demonstrate to young people that learning can be 'fun'damental."

In June 1989, the New York State Education Department approved HMA's proposal to administer a grant under the aegis of the state's Liberty Partnerships Program (LPP). The grant project is an alliance of regional colleges and universities in the Albany area, 12 schools in five local urban school districts, community agencies, and business and industry working together to serve 240 youths with academic potential in grades 7-12, Bracey says.

"The project's immediate aim is to increase the number of students graduating from middle and high schools in the Albany area by providing enrichment and mentoring programs to coalition students," he adds. "The long-term goal is to increase the number of high school graduates going on to college."

Some of the enrichment activities include tutoring, field trips, college workshops on admission, financial aid, residency life, study skills and note-taking, library use, counseling—career, academic, health, and personal—self-help workshops, and classes in computer literacy, career education, and parent development.

The school dropout problem is also the focus of an innovative school-business partnership between community colleges in the Phoenix, Arizona, area and Digital Equipment Corporation, which have joined forces to develop a computer tracking system designed to monitor which students drop out, when, and why. This dropout-intervention system, according to consortium leaders, could be crucial to the economic future of Arizona, which has the fourth highest number of high school dropouts among all states.

As Arizona's largest provider of postsecondary education, the Maricopa County Community College District—comprised of eight colleges and two community college centers—"has a direct stake in what happens in the K-12 pipeline as have other colleges across the country," says chancellor Paul Elsner.

Asserting that the district cannot fulfill its mission to train and educate unless it has access to students capable of being successful in college, Elsner said the Maricopa District collaborated with Phoenix Union High School District to create a "Think Tank" project in 1988. The city-wide educational partnership to track students from pre-school through college has since expanded into a coalition that includes eight elementary feeder-school districts and the City of Phoenix.

The computer hardware, software, and service system will provide information on who falls by the academic wayside and what programs tend to keep students in school. Depending on the results, the Phoenix program may well be adopted by schools in the nation's other metropolitan centers.

"We will be monitoring student attendance, grades, employment status, social service referrals, extracurricular activities and counseling records, even teacher phone calls to parents," according to Nancy Jordan, Maricopa's general coordinator/manager of the Think Tank project since its inception.

"The Think Tank project is one of the most successful ideas that I've seen in the last ten years that has the potential for helping solve the problems so prevalent today in our inner-city schools, namely dropouts, pregnancy, and poverty," said Maricopa trustee Don R. Campbell. "With the new student tracking system, the urban teacher corps, and other elements being developed through the Phoenix Think Tank consortium, I believe we can begin to break that vicious cycle, particularly as schools in other metropolitan centers begin to adopt this program to meet their needs."

The New Hampshire College and University Council (NHCUC), founded in 1965, is an association of 12 diverse four-year institutions working together in such joint ventures as a job referral service, cooperative library program, and student exchange program, according to executive director John W. Ryan.

Major activities include joint admission efforts and publications, notably the production of an annual cooperative recruiting catalog featuring personal vignettes on students, faculty, and administrative staffs, basic facts, degrees offered, and cost and financial-aid information distributed nationally to guidance counselors and prospective students.

Each catalog contains coded tear-out business-reply postcards to help students learn more about the respective institutions. Last year alone, the initial marketing effort generated 12,000 inquiries.

The council also participates in central placement, purchasing, financial aid development, and legislative activities. Significantly, says Ryan, NHCUC is heavily involved in the governance of state higher education efforts through the state Postsecondary Education Commission which the consortium staffs.

"I don't personally know of any other consortium in the country in the unique situation of serving as the statewide coordinating body to review all higher education programs within a state," he comments.

Consortium officials agree that, while such partnerships often are full of complexity, they often provide the best possible response to a troubling community or regional need.

By collectively pooling resources and talents, consortia can help communities face problems and effectively prepare for the future.

David J. Delzingaro

Perhaps there is no better example of inter-college cooperation than the Gulf Coast Consortium of Community/Junior Colleges, nine colleges working together in the greater Houston, Texas, area.

Since the early '80s presidents of each member college have joined together for dozens of cooperative projects and agreements, including an ambitious common course-numbering system with local four-year universities.

Members include Alvin Community College, Brazosport College, College of the Mainland, Galveston College, Houston Community College, Lee College, North Harris County College District, The San Jacinto College District, and Wharton Junior College.

In all, the nine colleges enroll more than 75,000 students each fall.

Working at various administrative levels, the consortium has studied common bids for insurance and other benefit packages, organized a regional intercollegiate bowling league, and coordinated the placement of expensive technical programs in the area so as to avoid duplication and maximize student access.

But the consortium's biggest splash has come from its aggressive advertising and promotional campaigns. Since 1985, the nine colleges have joined together for numerous campaigns, including:

- An annual television campaign that targets specific market segments while helping improve the community college image. Each year the consortium spends more than $125,000 for the production and placement of the award-winning campaign, which reaps big dividends in increased enrollment.
- An area wide billboard campaign, designed to increase "top-of-mind" awareness of community colleges while improving image. Some 59 billboards using the same message and appealing to all ethnicities and age groups dot the greater Houston landscape.
- A four-color, 32-page recruiting magazine targeting high school juniors and seniors, including important information about the community college experience. The magazine is produced by the consortium and purchased by each member college, then mailed directly to the homes of prospective students, with gratifying results.
- A four-color magazine highlighting the technical-occupational programs of each member college, and targeting the employee training offices at area businesses and industries. The publication has played a critical role in identifying community colleges as a major provider of employee training.
- Cooperative minority recruiting campaigns using area radio stations and scholarship giveaway programs via local grocery stores. Campaigns included advertising that portrayed area minority role models, used minority radio stations, and featured radio station "remote" broadcasts from each member college throughout a summer-long effort.
- A news bureau that works with major Houston media to place stories representing the consortium perspective. The combined successes of all schools helps point out regional educational advances that are easier for major newspaper, radio, and television news departments to utilize, while helping member colleges differentiate their mission and effectiveness from their four-year counterparts.

"Working together helps combine our limited resources where we can do the greatest good," said Tom Sewell, chancellor of The San Jacinto College District and consortium chair. "We're pleased with the experience—and satisfied that we're using our funds and talents wisely to promote the outstanding educational opportunities of community colleges." ■

—Steve Lestarjette
Communications Director
The San Jacinto College District

The Changing Role of the CEO Spouse

The spouse of a community college chief executive has been, traditionally, female and these wives, like the wives of politicians and diplomats, have been expected to act as helpmate and satellite to their spouses.

Times and traditions have changed. Thanks in part to the women's movement and the demands of the economy, many of those wives have embarked on successful careers of their own. The presidency itself has changed as more and more of the positions are held by women. Says George Vaughan, director of the Center for Community College Education at George Mason University in Fairfax, Virginia, and author of *The Community College Presidency*, "There are many trends that would say that the role is not at all what is was earlier . . . for many the role of spouse has become a non-role."

But, as with any change, institutions are often the last to adapt. Problems can result if the board clings to the antiquated ways of the past or doesn't make its needs and expectations of the spouse known. The board should determine its expectations of the CEO spouse and make these expectations clear to CEO candidates during the hiring process.

Michelle Balcomb, trustee of Colorado Mountain College, says, "It has to be done up front. When hiring a new CEO, we put it right in the criteria that the spouse would be expected to be involved in the college, to get to know people in the college. Rather than a purely social role, this involvement shows interest in the college." During the interview process, the spouse was told in some detail about the things that would be expected and some also offered ideas of ways to be involved. "We believe in continuing education for our CEO spouse and provide for travel to four meetings a year," said Balcomb.

Many community college presidents are expected to entertain and it was traditionally assumed that the art of hosting a social event was an exclusively feminine craft. This assumption meshed well in an era when caring for home and family was seen as a woman's primary job. Until recently, work done in the home by women was not acknowledged as a job, primarily because there was no financial remuneration. Housewives were considered to be unemployed, negating the fact that the hours spent running a household could be as demanding as any paying job. It was also assumed that women with children would stay at home to raise their children, rather than send them to day care centers as is so often the case now.

In light of that sentiment, it was fairly natural for colleges to anticipate that spouses would be willing, if not obliged, to entertain for their husbands. But, in the face of the number of women who are in the workforce now by necessity or choice, a trend that has no indication of reversing itself, it seems foolish to cling to the notion that women are always available for their husbands. Says Vaughan,

25 79

"The old idea of 'two for one' is no longer a viable option. The women's movement has had a tremendous role in society."

While there are some women who still find the role of housewives and homemakers their avocation, demands imposed by the board of trustees on a presidential spouse employed outside the home can cause resentment. This resentment usually stems from the fact that expectations of the spouse were either unrealistic or not properly defined by the board.

Some feel that defining expectations can best be achieved by interviewing the spouse along with the candidate. Interviewing the spouse can be an ideal forum for all to lay their cards on the table, says Vaughan; "If they (the board) have expectations of a spouse they should let it be known before the president is employed and also just what funds are available to carry out their expectations." Presidents are figureheads of the college and there are certain "symbolic functions" of a spouse. "What you're looking for is the right match or right fit between the president and the institution; that means a high profile for the role of the spouse."

There have been a few anachronistic boards, according to Vaughan, that have hired a president on the condition that the wife stay at home, which leads him to wonder if the same requirement would be imposed if the president-elect were female: "It would be appropriate for the board to say we host certain functions that we want you to attend—it would be inappropriate for them to say we expect you to stay full-time at home."

Says Kathy LeTarte, wife of Clyde LeTarte, president of Jackson Community College in Jackson, Michigan, "It's fair for the board to say this particular job is going to require a lot of entertaining, but it shouldn't matter who does it. You wouldn't select a woman president and expect her husband to take care of the house."

Kathy LeTarte interviewed with her husband and found it to be a positive experience. "I feel that as a spouse it's to my advantage to know more about my husband's job and the environment." Part of the interview consisted of dinner with the board chair and his wife, followed by a day of intensive and less relaxed interviewing with the entire board.

But interviewing the spouse has its adversaries and the legality of such interviews is suspect. The spouse, after all, is not the one applying for the position. Sue Kurki, wife of Allan Kurki, the superintendent/president of Antelope Valley College in Lancaster, California, describes an interview that she had to sit in on. It was "artificial and difficult. I felt like I was an appendage—I wasn't asked many questions. I just sat there. I felt uncomfortable. You feel like you're on exhibit." Her husband ultimately was not chosen for the position, which could send the message that the spouse was responsible for the outcome of the interview. It seems that a spouse could inadvertently hinder a partner's progress, particularly if the spouse is introverted or lacks social finesse. "It puts pressure on the spouse to sit by and watch when there's nothing you can contribute."

The board should determine its expectations of the CEO spouse and make these expectations clear to CEO candidates during the hiring process.

Says LeTarte of this pressure, "I enjoyed the process but don't know if I would enjoy it so much today with all the growth I've made in the last 10 years." Yet, she points out, very few spouses find themselves thrown unexpectedly into the role: "I don't think that anyone just finds himself there. You are prepared for it," which indicates that the spouse presumably had the opportunity to voice any concerns along the way. Before LeTarte's husband became president, "our conversation revolved around how it would affect our lifestyle."

A positive attitude, as well as the ability to act voluntarily, is a good part of adjusting to any role. For the first few years LeTarte threw herself wholeheartedly into the position and the board was pleased that she wanted to become involved: "I chose not to work and I chose to take on the function of president's wife—the key words are 'I chose'...I might have felt quite differently if the board had imposed a list of requirements."

At Butler County Community College in Butler, Pennsylvania, the board does not expect the CEO spouse to entertain, or play a special role, but leaves it up to the spouse. "The board has no formal policy," says trustee Nancy Murrin, "we have not made it clear in the past." The spouse does not have a budget, but is reimbursed for entertainment costs, such as food.

Each president leaves the imprint of his or her own character and particular style on a college. The LeTartes fostered an environment that was down-to-earth and informal. "It was important not to create a stuffy atmosphere. I often would serve dinner after I came in off the tennis courts, still dressed in my tennis suit. I personally have never felt I needed to project anything other than who I am."

The first year, which LeTarte likened to the introductory and curiosity phase between in-laws in a new marriage, the LeTartes entertained over 1,800 people.

The parking lot next to their house was a good indication that entertaining was expected.

Now, after almost 10 years, LeTarte owns her own business, a tour company, and travels four months of the year. She has cut back on the intensive socializing schedule she once maintained. "We live in the same house with the same parking lot and we don't entertain any more." No one has accused her of not being active enough. "Lots of people can do what the wife does other than the wife. It's not necessary for me to be there—and it's not possible."

LeTarte believes that the traditional role of the wife is unrealistic today. "In the time we live in it would be difficult for women to fulfill the traditional role without feeling resentment and a lack of self identity—unless you're the sort of person who truly enjoys that role."

How about when the spouse is male, an increasingly common occurrence now that more and more females are becoming presidents? Travis Shipp is the husband of Beverly Simone, president and district director of Madison Area Technical College in Wisconsin, and the first female president in the state. He sees his role as separate from his wife. "As long as Beverly does her job as president there doesn't seem to be any expectations from the board that I be involved." He says, "I've never felt an obligation to entertain, but one of my hobbies is cooking and I enjoy having board members over to dinner." Simone says, "I feel like I have a pretty enlightened board ... The board enjoys and is pleased when he can join us for functions. They're very blessed, as am I, that my husband is an excellent cook."

Shipp says that boards that hire female presidents are defying tradition and therefore the role of the male spouse can never be equated to that of the female. "If a board hires a woman as president it indicates that the board is not chauvinistic; you can't compare the attitudes of a board that hires a male as its president and one that hires a female...Right away you prove that you don't fit the stereotype."

Jackie Vietti recently served as acting president of Labette Community College in Parsons, Kansas. Her husband participated as an official "host" at many college functions, such as entertaining board members for dinner, which she feels the board expected. However, the board did not expect her husband to arrange the social events, but to attend, if possible.

> "It's fair for the board to say this particular job is going to require a lot of entertaining but it shouldn't matter who does it."

"When you have a female CEO, the social role of the CEO spouse is shifted a little to the female CEO, who makes most arrangements for social functions," says Vietti. "In terms of social mores, it is usually up to the female to schedule social functions. Males usually do not have the expertise to put together menus and the many other details required."

Labette trustee Bill Wyckoff said that the board was pleased that Vietti's husband was an active host at college social functions, but he thinks the board probably would expect more of a female spouse.

Muriel Key Heimer, president of Lake City Community College in Florida, says that when she interviewed for president, the board wondered who would arrange for social functions, since her husband is a physician with a full-time practice. "I told them that I would take care of arrangements and have the functions catered," she says "just as single male CEOs usually do. The board has been very professional and hasn't expected us to appear everywhere as a couple."

When she feels it is important for her husband to appear, once a month or every other month, Heimer tries to give him plenty of advance notice so he can arrange his schedule. "Because of society's expectations it is easier for a male spouse to be his own person," she says.

When the male is the primary breadwinner and the wife works, it has been customary for the wife's job to be subjugated to the husband's—meaning if he needs to relocate the wife will give up her job. But as women are obtaining more lucrative and desirable positions—and being president of a community college certainly ranks as a prestigious position—women have been less willing to compromise their hard-earned careers.

Vietti's husband, an insurance adjuster, has turned down several transfers so that she might further her career. "However, one of these days he's going to say that it's his turn," she says.

Simone's husband teaches at Indiana University and maintains a commuter relationship with his wife. Strong, ambitious women often are married to strong, ambitious men although the converse is not true. It seems to be more common for female presidents to have spouses that work in another location, and commuter marriages are not unusual.

Philip Ward, president of Glen Oaks Community College in Sturgis, Michigan, thinks his and his wife's role are to some extent dictated by the location of the college. In small, rural communities, the college is often very important and traditional values die harder. "For those of us living in rural communities, the president and his wife are still viewed as sym-

bols for the college. There is more expectation in a rural area."

Isabell Ward agrees that there is more visibility in a small town: "You can't do the things that you would in a large city because everyone knows you," and "you're expected to serve on a lot of boards."

Like LeTarte, Ward immersed herself in the role for most of her husband's 15-year tenure at Glen Oaks. Initially, like most women of her generation, she stayed home full-time and worked part-time to be able to raise her children. At that time, it wasn't common for women to be mothers and work outside the home: "A lot of these options just weren't thought of," although she says, "I'm glad I had the opportunity to be home and raise children."

Her husband says of her now, "I don't think her role is as strong as it was in 1976...There certainly has been a change—there were more faculty wives clubs 15 years ago, since then, more wives have been doing their own thing." Isabell Ward says, "I think it's silly for a new president's wife to try to regenerate the faculty wives clubs; it's like trying to revive a dead dog."

For the past four years Ward has been teaching at an elementary school full-time and has curtailed weekday activities with the college. She agrees with LeTarte that the role needs to be performed voluntarily: "You have to be your own person...You have to be comfortable with what you're doing." Ward says that the environment at community colleges is generally more relaxed because "they're newer than four-year colleges and can establish their own traditions." She claims that not only is the role of women changing but the boards themselves are: "The board is changing, not just in education, but in hospitals and in the ministry." More and more women are on boards, which has an equalizing effect: "They tell you it's your own choice...The traditional role is no longer valid."

JoAnne Mayer is the wife of Dennis Mayer, president of Colorado Mountain College. Both of their roles are demanding because the college district encompasses 12,000 square miles, including the towns of Vail, Aspen, Leadville, and Steamboat Springs. Mayer used to work full-time as a college administrator but has given it up completely to support her husband. "I was missing too many things with my own career...I've thought about working again but there would be too many conflicts." She spends a lot of her time traveling with her husband and entertaining. Her husband's position is an "all consuming job," and she thinks it's nice for him to have her company and support.

> **"I chose not to work and I chose to take on the function of president's wife—the key words are 'I chose'... I might have felt quite differently if the board had imposed a list of requirements."**

Mayer's efforts haven't gone unnoticed by the board: "When my husband had his evaluation I was mentioned in that they appreciate my involvement."

Although she isn't officially compensated for her duties in the form of a separate paycheck, Mayer says it doesn't bother her. "I guess I'm beyond all that. When I was working I was involved with the women's caucus. But I've chosen this and I enjoy it and feel like I'm part of what's going on—and that's a need that I have...I don't feel like I'm being used; it's something I have chosen."

The role of the community college president's spouse was traditionally filled by a woman who was expected to act as cheerleader and promoter for her husband, and who was often not acknowledged for her support. They, as well as other women from all walks of life, were seen as being vicariously ambitious for their husbands: (Behind every successful man is a woman). But women's roles in the last few decades have changed significantly and men's roles are slowly changing too as more men reevaluate their own stereotypical roles and assume more nurturing roles with their families.

This country enjoys the greatest percentage of women in the workforce ever. The changing role of spouse of the community college president is a reflection and a parallel of the larger changes in society. It will be interesting, when a woman is elected President of this country, to see what the equivalent of "First Lady" will be for her spouse. ■

— Beth Rogers

The Transfer Challenge: Removing Barriers, Maintaining Commitment

Many important lessons about removing barriers to transfer that may result in widespread, permanent change, were discovered during a two-year demonstration project of the Association of American Colleges, supported by the Andrew W. Mellon Foundation, that involved 12 four-year institutions—four public, eight private—and 34 two-year colleges.

The report on the project, "The Transfer Challenge: Removing Barriers, Maintaining Commitment," reviews relations between two-year and four-year institutions, analyzes barriers to transfer, and offers recommendations for both four-year and two-year institutions. At the heart of the report are case studies of the four-year institutions that took part in the project.

The four-year colleges included three universities, three comprehensive institutions, and six liberal arts colleges. Four-year colleges had varied transfer experience, were geographically diverse and ranged in size from small to large. Each college received $10,000-$15,000 to review its own transfer programs and work with area community colleges to increase transfer.

The project identified barriers to transfer in seven main areas: academic and articulation barriers, inadequate support systems, economic barriers, bureaucratic barriers, geographic barriers, age impediments, and racial and ethnic concerns.

"Minority students confront all the barriers faced by nonminority students plus barriers brought about by decades of discrimination and indifference to their educational needs," says author Harold Wechsler, former editor of higher education publications at the National Education Association.

"Four-year institutions have an asymmetrical relationship with two-year colleges," he says. "When a four-year school changes its graduation requirements, it often sets a new standard for transfer admission. Two-year colleges that wish to facilitate transfer to that institution must then modify their own requirements to conform to the changes."

"The art of facilitating transfer consists of balancing coordination with institutional autonomy. Often this involves improvements in communications, expenditures of time and energy, and acceptance of some restrictions on a four-year institution's autonomy," says Wechsler.

The 12 four-year colleges identified three principles that are "critically important" in facilitating transfer: commitment—leaders of the colleges must be committed, it must begin at the top; comprehensive—all potential effects of multiple, integrated initiatives must be considered; and institutionalization—program reforms must be seen as long-term.

Two-year college leaders offered several principles for facilitating transfer:

Gauge your own and your partner's experience with transfer. "A community college that has sophisticated relationships with some four-year institutions may have to shift gears when dealing with a four-year college that is new to transfer," says Wechsler.

Plan well in advance to assure that courses are offered in the necessary subjects to guarantee not only transfer but acceptance of these subjects toward the four-year institution's general-education requirement. "Acceptance requires staffing sophomore-level courses that often are left to wither for lack of enrollments," says Wechsler. "A two-year college that develops a reputation for facilitating transfer may experience greater future enrollments in these courses."

Examine policies on the use of part-time faculty members. "The excessive use of part-time faculty members by two-year colleges may raise suspicions among four-year institutions about the quality of two-year college course offerings," he says.

Plan to identify and counsel transfer students as early as the first semester of the freshman year. Transfer representatives from four-year institutions should assess potential applicants while they are still at the two-year college.

Strive for an open relationship with the four-year college partner. "Many community college representatives will forgo partnerships if a four-year institution recruits many students who have not finished their courses of study at the community college," says Wechsler.

"Eliminating barriers to transfer is an opportunity and a responsibility," the report concludes. "Beginning a commitment with a symbolic gesture may be important. The removal of long-standing barriers, however, requires commitment, comprehensiveness, and institutionalization."

Copies of "The Transfer Challenge: Removing Barriers, Maintaining Commitment," are available from the Association of American Colleges, (202) 387-3760.

Financial Reporting to Community College Governing Boards

Reporting comprehensive financial information to boards of trustees has long been a principal responsibility of college and university business officers. Unfortunately, this tradition is not consistently honored by business officers in the community college sector. Reporting that does take place at public two-year colleges tends to fall far short of the levels required by governing boards to support their decision-making responsibilities.

In order to properly fulfill its responsibilities of assuring the financial health and planning the future development of the institution, a board of trustees should require a financial reporting structure that enhances its stewardship and governance roles.

A clear understanding of financial reporting at a public two-year college is critical to enhancing the role of a trustee board. Common references to *College and University Business Administration* (CUBA) standards of reporting are often meaningless to board members unfamiliar with the principles of fund accounting. Likewise, not-for-profit financial statements that provide details on government appropriations and other unfamiliar revenue streams can read like a foreign language to a trustee more accustomed to methods employed in the private sector.

Business officers must make sure that trustees understand the general principles of college financial reporting. More complicated areas, such as fund accounting and interpretation of financial statements, then can be broached. The absence of any such information system presents the board with fewer tools to fulfill its obligations of planning for the development of the institution.

Community college business officers also must ensure that trustees see the financial condition of their institution in a comprehensive sense. Nothing is as troublesome to business officers and other administrators than board members who show their interest in an institution's financial affairs by dwelling on details such as the college's daily financial transactions. Governance of an institution should not be confused with managing the day-to-day financial activities of the college. Rather, the board's focus should be on broad policy objectives.

Understanding a community college's financial position is difficult without financial reporting that is all-inclusive. A financial report should include the sources and uses of funds at the institution. While this may seem elementary, public institutions often submit separate reports on a plethora of funds to the board of trustees. While these reports may be necessary and of concern to management who must abide by any existing restrictions on the funds, they only cloud a governing board's overall understanding of a college's financial condition. For governance purposes, comprehensive financial reporting is essential.

In the public sector, the assumption that the college will continue indefinitely—providing a logical basis for predicting the institution's future financial status—is especially critical because the annual appropriation process works against making long-range financial predictions. Boards of trustees must not let their assessment of the college's financial condition be dominated by the details of the annual budgetary process. Annual state and local appropriations in support of public higher education are far more consistent and predictable than is commonly thought. Governing boards must be careful to avoid losing sight of the long-range financial status of the college in the forest of the annual budgetary process.

Consistency is another significant element needed in financial reporting at two-year colleges. When business officers prepare financial reports on a consistent basis, trustees can determine the institution's relative percentage of expenditures devoted to academic support, student services, or administration. These reports also provide information to governing boards regarding the internal patterns in the source and application of funds in support of the institution. The comparability between financial reports from one period to another is important for identifying historical trends as well as making projections. Also, reports reached on a consistent basis with CUBA standards permit comparisons to other institutions of similar size and status. These comparisons form the basis upon which trustees assess an individual college's revenue stream and its allocation of resources.

Community college trustees need to place renewed emphasis on steward-

continued to page 15

Contemplating Increased Cultural Diversity in our Colleges and Universities

BY MARGARET MONTOYA

A recent controversy emerged over building a powerful new telescope in Arizona that would destroy the habitat of 180 red squirrels. This controversy illustrated that many people do not understand why it is important, some would argue imperative, to rescue an endangered species, even one variety of an otherwise flourishing species. Even though it is becoming part of our national ethos to be in favor of ecological initiatives, few of us have a full understanding of the importance of preserving each and every species.

During the 1990s, one of the most pressing issues facing all colleges and universities has been the need to increase cultural diversity. It has become part of the conventional wisdom that colleges, all colleges, have an obligation to increase the diversity of their faculty, staff and student body along several different dimensions: race, ethnicity, age, class, gender, able-bodiedness. Like supporting an improved environment, most people favor this trend in colleges. However, many of us who are trustees and administrators haven't given enough consideration to the consequences that follow greater diversity.

It is no exaggeration to say that how colleges respond to the issue of increasing participation—by ethnic and racial minorities, by women, by the physically challenged—will determine the kind of society with which we will enter the 21st century. It is because of the importance of this issue and because of the interrelatedness of this issue to the viability of our institutions that I believe we need to look for new analyses and new concepts to continually reformulate and examine our progress and results with this issue of diversity.

I recently read *Why Preserve Natural Variety?* by Brian Norton. My interest in reading this book was in the rationale and the concepts that Norman uses to develop arguments for maintaining animal and plant variety. Ecological jargon and concepts provide a different way of looking at the issue of cultural pluralism within our institutions.

Biologists talk about a healthy ecosystem as one that has great variety in its speciation. Such an ecosystem is said to have greater stability, resilience, and constancy, Norton says.

> Species adapt and evolve in response to the abiotic environment and to the other species that form their biotic environment. As systems become more complex and interdependent, symbiosis, gradation relationships, and interdependencies of all sorts develop. Each of these interdependencies represents a solution to an environmental problem for an organism, and simultaneously, a new opportunity for other species to find a niche within the developing system. Over evolutionary time, such relationships promote adaptation and creation of new species. I refer to the role of the species in producing new adaptations, new relationships, new niches, and new species as a contributory value of species.

By changing a few critical words of the same paragraph we arrive at this formulation:

> Faculty adapt and develop in response to the non-academic environment and to other faculty that form their academic environment. As systems become more complex and interdependent, new venturesships, collaboration relationships, and interdependencies of all sorts develop. These interdependencies represent a solution to an academic problem, and simultaneously, a new opportunity for other faculty to find a niche within a developing system. Over time such relationships promote adaptation and creation of new areas of study. I refer to the role of the faculty in producing new adaptations, new relationships, new niches, and new subspecialties as a contributory value of faculty.

Without having to make a conceptual leap, virtually the same description works for both ecosystems and academic systems. But what I am proposing to

continued to page 14

Margaret Montoya is assistant university counsel at The University of New Mexico.

continued from page 13

you is not simple wordplay. I am persuaded that by drawing from other bodies of knowledge we can improve how we administer our colleges and universities. What I am proposing is a shift in perspective.

The models that have been used to administer colleges have been based on those developed within business schools for business and industry. So we have management by objectives, cost-benefit models, or Tom Peter's exhortations to excellence.

By now, you may be thinking, "What does this have to do with community colleges or with my responsibilities as a trustee?" Well, in my opinion, our ability to respond to the issues of a multicultural society, to develop programs in our colleges and to do so successfully and rapidly, will depend on our ability to analyze issues from several perspectives.

Much attention has been paid to what is referred to in academe as the "pipeline" problem, what I call a "first order" problem; specifically, increasing the numbers of students all along the educational continuum from elementary to graduate school, then nurturing those graduate students into successful faculty members. During the 1980s our concern as trustees and administrators has been largely focused on recruiting and hiring minority and female faculty, and identifying ever greater numbers of minority students.

While this is, without any doubt, critical, there are other issues that have emerged as consequences of this diversification. Community colleges have played, and will continue to play, a pivotal role in addressing the range of issues arising from increased diversity. Because community colleges already include the largest percentages of ethnic and racial minorities, as students, faculty, administrators and staff members, your institutions are already facing "second order" issues, those that are the consequences of changing the cultural mix of a college.

As trustees you have a special opportunity to exercise leadership in improving the understanding of ethnic and gender relations in our society by making our community colleges more attuned to the issues intermingled with increased participation. I would like to focus on an area in which responding to these issues can improve our colleges and fundamentally change our society.

The first issue involves administrative tasks, and specifically the issue of policy development. So long as you serve a homogeneous population, policies and procedures can be written from the perspective of those who run the institution. In the past, and to a large extent even today, those persons are white, middle-class, able-bodied males, or as in my own experience, those of us who do not fall within those categories, but who have been trained to see the world through their eyes.

I am Chicana, a Mexican-American female, born in a small, economically depressed town in northern New Mexico. However, I have been trained as an attorney at Harvard Law School. Virtually all of my teachers in college have been white males. My speech patterns, my intellectual interests, my thought processes, all have been formed by white males. Yet there is a whole other side to me, the side that I attribute to my being Chicana. It often seems to me that the twain shall not meet between these two extremes. Yet I know that when I have been successful in giving expression to the two sides of me I have functioned most effectively.

The first task for all of us is to learn to analyze problems and to see matters from various perspectives: to see the lessons in ecology for us in academe.

Our second task is to learn how to allow persons who have a different perspective, who don't share our vocabulary or our formulations, to participate meaningfully in the running of our colleges.

If we can figure out how to identify different perspectives and how to give them voice, I am convinced that our colleges will be better managed and that our lives will be personally enhanced.

An example of perspective shift in the development of policy has to do with freedom of speech on college campuses. The academic enterprise is inextricably linked to the First Amendment. The issues that have developed in the 1990s involve two different and thorny scenarios.

The first is the propriety, and indeed the legality, of permitting faculty members to teach that the Holocaust has been greatly exaggerated to advance the purposes of Zionism; or perhaps that there is anatomical data to support the idea that the African races are intellectually deficient; or that people of color, the so called "sun people," are genetically and emotionally more highly evolved than the "ice people."

The second scenario has to do with student conduct and racist speech; how to control it and whether to penalize it. These problems run squarely into our ideals about the robust exchange of ideas and truth being discovered out of a multitude of tongues. These issues challenge our fundamental notions about what truth means.

As trustees and administrators we must balance our vision of the ideals of academic freedom with the understanding that speech can be emotionally and psychologically painful. Codes of conduct and other policies will not be the same as when our campuses were homogeneous. We must take into account the perspective of the students and the employees who are hurt by such statements. If our purpose is to maintain an academic environment that is conducive to speculation, experiment, and creation, we must acknowledge that freedom of speech has the effect of enhancing that purpose but it can also undermine it. Our challenge is to identify these countervailing effects and to respond to such issues by recog-

nizing the competing perspectives of the participants.

Most people assume, and many continue to believe, that achieving cultural diversity depends on admitting and retaining higher numbers from those groups who have traditionally been excluded or underrepresented in our colleges. I have attempted to illustrate my belief that increasing the numbers is only the first stage of changes that must occur if we are to be successful in educating the broadest variety of students. We are challenged to look for new concepts, for connections to new bodies of knowledge, for linguistic formulations, in order to enrich our understanding of these problems.

I offer ecology and its conceptualization as a lens through which to look at our colleges, a different lens for focusing on issues of diversity. My example is linked to who I am, to the ideas that I am exposed to. My message to you is that we can all find new lenses to refocus our world.

If diversity does indeed contribute to stability, a classic law of ecology, then, according to the ecologist Norton, the good of the community as a whole serves as a standard for adjudicating the often mutually contradictory demands of the parts.

Like red squirrels, specimens of rare and endangered species, we humans are all specimens of rarity. Our transformative and transcendental value is in our individual uniqueness. Decisions, based on the good of the community as a whole, can be made about the contradictory demands that arise from increased diversity. The promise of cultural diversity lies in giving expression to our complexity. By identifying our differences, we celebrate and honor our similarities. ■

"Commentary" is a regular feature of the Trustee Quarterly *in which noted observers of community colleges share their special perspective on issues of importance to lay education board members.*

continued from page 13

ship. Governing boards hold college assets in trust and are responsible for assuring that the college achieves its mission of providing education and service to the community. The board is ultimately responsible for accounting for the funds the institution receives and expends: the funds that provide for the continued existence of the institution and the continued fulfillment of the functions for which the institution was created.

It should be stated that colleges do not exist to make a profit. For trustees familiar with financial reporting in the private sector, the issue of profit is prevalent. While the notion of an institution striving to make income exceed expenditures is not necessarily a bad one, there are also times when college expenditures should exceed income. Either case is acceptable as long as the result is consistent with a financial plan.

This reiteration of basic financial concepts may provide board members with a context for approaching financial reporting. Business officers can use this overview to begin financial reporting consistent with CUBA standards. A balance sheet and a statement of changes in fund balance are required and are essential for board review. The balance sheet will provide a report of financial standing at a particular time, and the statement of changes in fund balance will provide an assessment of the change in funds available to the institution. A statement of revenue and expenditures, while not required, will provide an annual summary of acquisition of funds by source and the use of those funds by purpose.

Board members who understand these basic principles of financial reporting will be less likely to struggle with the jargon and terminology of the fund accounting process. Receiving consistently prepared financial information will allow them to more easily meet their fiduciary responsibility for the governance of the institution.

An effort to raise two-year college financial reporting to a level consistent with other segments of higher education is not merely a boot-strapping exercise. On the horizon are serious financial matters such as financing capital maintenance that will affect all institutions and require the careful attention of trustees.

There are many programmatic and operational reasons why community colleges should move toward a financial reporting structure consistent with CUBA standards, but perhaps the most salient is to reassert the old-fashioned value of stewardship. Trustees, presidents, and business officers are participants in a common effort to provide quality educational opportunities to students. If financial reporting can be organized to help trustees meet this responsibility, then the effort should begin in earnest at public two-year colleges. ■

—Donald L. Zekan
Executive Vice President and
Dean of Administration
Massasoit Community College

(Reprinted by permission from the April 1990 issue of Business Officer. *©1990 National Association of College and University Business Officers.)*

CALENDAR

Trustee Education Opportunities

November, 1990—February, 1991

November

1-2

AGB Workshop: Fund-Raising Leadership
Atlanta, GA

1-4

Florida Association of Community Colleges
Miami, FL

2-3

Oregon Community College Association
Lincoln City, OR

8-9

Federal Update Conference: ACCT/AACJC Joint Commission on Federal Relations and Metropolitan Community College
Omaha, NE

8-9

AGB Workshop: Strategies of Presidential Search
Washington, DC

8-10

Missouri Association of Community and Junior Colleges
Lake of the Ozarks, MO

9-10

Virginia Community College System: State Board and Local Boards
Virginia Beach, VA

30

AGB Workshop: Keys to Effective Endowment Management
Phoenix, AZ

January

13-15

AGB Institute for Trustee Leadership for Presidents and Board Chairs
Winston-Salem, NC

16-19

American Council on Education Annual Meeting
San Francisco, CA

28-29

Trustees Association for Community Colleges of Washington State Winter Conference and New Trustee Orientation
Olympia, WA

February

6

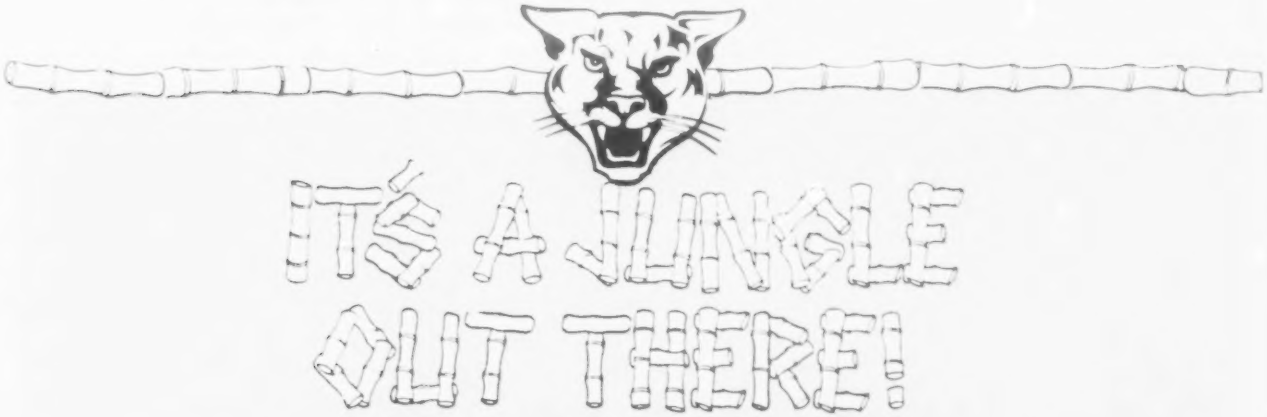
Nebraska Technical Community College Association
Lincoln, NE

21-22

AGB Committee Series Workshops: Academic Affairs, Strategic Planning, Fund-Raising
Washington, DC

24-26

ACCT National Legislative Seminar
Washington, DC



Campus crime. Sexual harassment. Personnel issues. All waiting to ensnare the unwary administrator on today's college campus. But you can learn to avoid the pitfalls of liability problems by attending

Community Colleges and the Law

Second Annual Conference

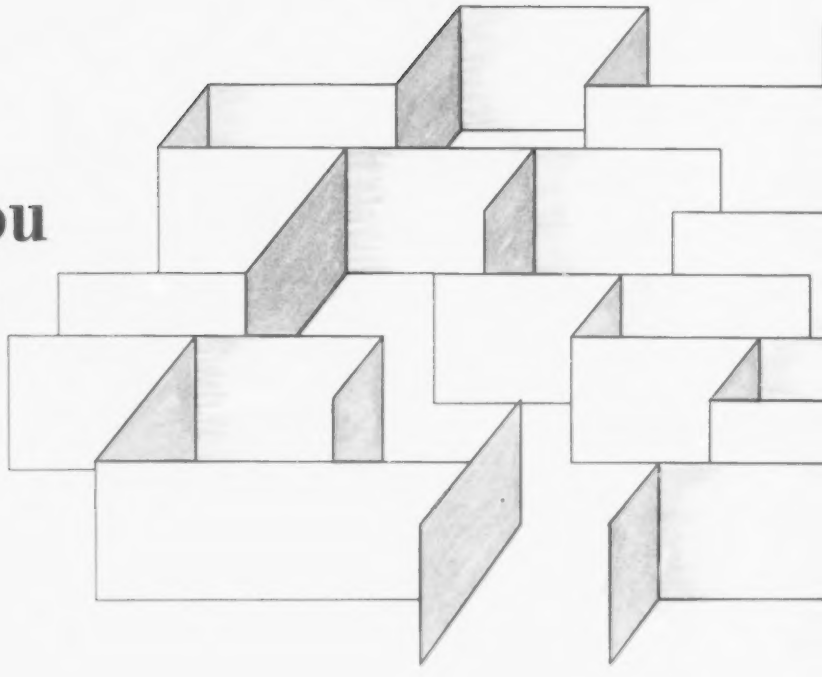
October 21-23, 1990 • Charleston, South Carolina

Cosponsored by

TRIDENT TECHNICAL COLLEGE & **American Association of Community and Junior Colleges**

For registration information call (803)722-5565 or write to Trident Technical College
Center for Law Related Education • P.O. Box 10367, LE-P • Charleston, SC 29411

Let ACCT Help Guide You to a New CEO



ACCT has 10 years of experience in helping more than 100 community, technical and junior college boards find the right leadership. Our Chief Executive Officer Search Advisory Service can help you conduct a timely, efficient search for the leadership your educational institution needs, freeing you to make the best use of your resources.

ACCT's Chief Executive Officer Search Advisory Service offers you:

- A tailor-made program to fulfill your executive search needs
- An open, objective search based on understanding of your institution and its leadership needs
- An ability to attract a broad base of highly qualified candidates, including minorities
- Advice for your board on the executive search process-- from detailing a job description to negotiating an agreement with the candidate of your choice and smoothing the path of communication between the board, campus and community constituents, and the new CEO.

Call ACCT at (202)347-1740 to see how we can assist your search for a new chief executive.

Association of Community College Trustees
1740 N Street, NW
Washington, DC 20036